

U of A leads the fight against hunger in Africa

Bev Betkowski

Livestock diseases prove devastating to the livelihood of people in sub-Saharan Africa, and now a leading University of Alberta researcher, Lorne Babiuk, is heading up efforts to find problem-solving vaccines.



Lorne Babiuk has received a \$3.1-million federal grant to develop vaccines that will protect livestock and improve the livelihood of people in Africa.

Babiuk, who is the U of A's vice-president of research, and his team are sharing a \$3.1-million federal grant with scientists in South Africa to develop an inexpensive, heat-resistant vaccine that will protect cattle, sheep and goats from five major infectious diseases. A second vaccine to combat a highly contagious disease, African swine fever, is also being developed.

The project is one of six across the country announced by Canada's International Development Research Centre (IDRC) and the Canadian International Development Agency. The research is being carried out under the Canadian International Food Security Research Fund (CIFSFRF), a \$62-million, five-year initiative that teams researchers from developing countries with scientists from several Canadian universities, including the U of A, to find solutions to hunger and food insecurity in the developing world.

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Light for a dark day



Frank Robinson, dean of students, lights a candle during an interfaith candlelight vigil June 15 held just hours after a robbery at HUB Mall saw three armoured-car employees lose their lives and left a fourth fighting for his. More on page 4.

New chancellor closes convocation on hopeful note

Michael Brown

Ralph Young talked fondly of the steely determination of his grandmothers after being installed as the University of Alberta's 20th chancellor in closing out the 2012 spring convocation ceremonies June 13.

In a talk whose lone theme was hope, Young expressed his affection and admiration for both his grandmothers, who raised large families of seven and 11 children through the Pandora's box of their generation, the Great Depression, on nothing more than hard work, faith and the notion that, in the words of one grandmother, "There's no such word as can't." "Your families have seen much of their hopes fulfilled today," he said. "I know what it meant to my two grandmothers who endured much."

Earlier in his address, Young, the longtime CEO of Melcor Developments, as well as U of A friend, advocate and alumnus, said that there was nothing new he could shed on the concept of hope, but that today would be a worthy time to reflect on this fundamental life principle. "Hope is about the future and gives meaning and purpose to our lives."

Young began by quoting from psychologist and Holocaust survivor Viktor



Ralph Young, the U of A's 20th chancellor, dons his official robe for the traditional installation ceremony on the last day of convocation June 13.

Frankl's *Man's Search for Meaning*. "Our main motivation for living is our will to find meaning—hope—in life."

"Hope is what inspires humankind and its absence creates one of our most desperate conditions," explained Young. "I know that many of

you have experienced some feelings of despair as you have dealt with many challenges to reach this day.

"We are all here today because of hope, and I assure you that you have created some of the conditions for it to flourish in your lives."

Young talked about the hope that family, friends and faith provide, and how the search "for truth, for enlightenment, for progress, are part of the foundation of hope."

"Hope and adversity are complementary and adversarial concepts," he said. "Great teachers and great leaders have all expressed this fundamental truth. You undoubtedly have already experienced or will discover how hope can overcome adversity."

Young used his talk to reflect on inspiring Canadian leaders—Chief Poundmaker (1842–1886), leader of the Plains Cree, Red Pheasant Band, signatory to Canadian treaties in 1876, and voice of reason during the North-West Rebellion; Louis Riel (1844–1885), Canadian folk hero and leader of two rebellions against the Canadian government, who helped negotiate Aboriginal, Métis and Canadian rights in Western Canada and is considered the father of the province of Manitoba; and Samuel Steele

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Findings offer hope in search for new isotope source

Jamie Hanlon

A University of Alberta team has made an important breakthrough in the race to find a viable replacement for supply of technetium-99m, an important isotope produced by Canada's Chalk River reactor.

Their research has proven that this important medical isotope, used in nuclear medicine imaging for about 250,000 Alberta patients each year, can be created in a device known as a cyclotron—and is as safe to use and provides as reliable an image as reactor-based isotopes. Their results are a promising first step in responding to an impending global need for an alternative supply.

Sandy McEwan, a researcher with the University of Alberta and medical director with Alberta Health Services' Cross Cancer Institute in Edmonton, says that the team has produced viable quantities of high-quality technetium-99m using a 19 mega-electron-volt cyclotron, a circular particle accelerator that propels charged particles using a constant magnetic field. McEwan recently presented results from the first human clinical trials at the annual conference of the Society for Nuclear Medicine in Miami.

McEwan notes that the clinical trials were performed to Good Clinical Practice (GCP) standards, a set of international quality standards set by the International Conference on Harmonization. The GCP standards serve to protect the human rights of subjects in clinical trials, and ensure the safety and efficacy of the newly developed compounds. He says this is the first time that this type of study has ever been performed to GCP.

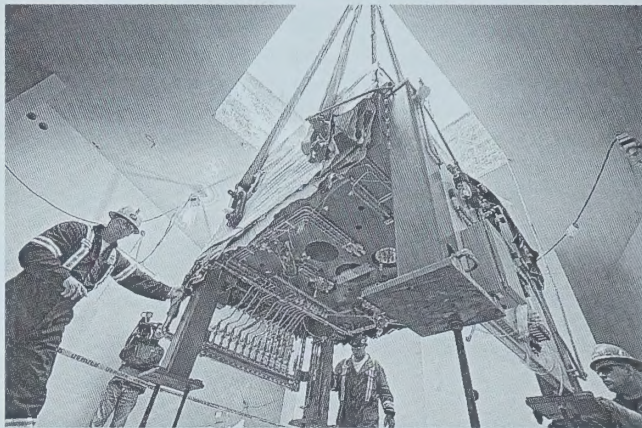
"We have taken the technetium made on the cyclotron and shown that it behaves exactly the same as the technetium we get from the reactor," he said. "We've shown that the quality of the technetium and the quality of the images is the exactly the same."

This process is a significant step in the search for a viable non-reactor-based solution to replacing the medical isotope stream currently produced by the aging Chalk River facility, where 40 per cent of the world's medical radioisotope supply is generated. The balance of the world's supply of these imaging isotopes comes from aging reactors in South Africa, France, Belgium and the Netherlands, installations that will soon need extensive upgrading or replacement. The U of A researchers believe this is the first time that technetium has been successfully created in commercially viable quantities using a cyclotron.

"The reactor supply chain is complex, and these complexities contributed to the difficulties associated with the shutdown of Chalk River. We hope that the local supply model of the cyclotron will avoid these problems of the future."

Currently, technetium-99m is used in 85 per cent of all nuclear medicine procedures globally every year. In the United States, roughly 20 million imaging procedures are performed each year. The procedure is used to diagnose patients with cancer, cardiac illness, neurological diseases and other diseases. It can be critical in identifying the presence or absence of disease, determining best treatment options and identifying recurrence or progression of the disease.

"Two million scans are performed in Canada every year with technetium-99m. We believe that we now have the potential to continue supplying patients with the tests they need without



A cyclotron was lowered into its new home on South Campus June 19.

constructing new nuclear reactors," said McEwan. "This means there is now a potentially valid alternative to reactor-produced medical isotopes."

There is also an important financial aspect to this research. McEwan notes that under the current method, production costs would climb because of costly retrofitting or replacement of the reactors around the world. He also cautions that, although this discovery is an important step in replacing the supply chain of medical imaging isotopes through a non-reactor-based process, further testing is still needed to determine the supply cost of technetium. Further testing is also required to confirm that suitable quantities can be produced via cyclotron to serve the population. However, given the results of the clinical trials, he is optimistic that the team's research is an important first step.

"I think that if it's an 800-metre race, we've hit the 300-metre point," said McEwan. "We've established a very clear plan. Following that plan, we have achieved the first two or three goals in that process. We're confident that the next two goals will be easy." ■

Linda Hughes: 'Being chancellor is a wonderful experience'

Continued from page 1

(1848–1919), famed lawman who policed the wild West during the Riel rebellions, the building of the railroad and the Klondike—all of whom were born before Canada became a nation, and all of whom were either executed as traitors or, in the case of Steele, estranged from the nation they helped forge.

“We are all here today because of hope, and I assure you that you have created some of the conditions for it to flourish in your lives.”

Ralph Young

“What does this say about hope?” asked Young. “Perhaps that, at times, hope is elusive—it hides in dark corners or dark moments, but it shines on starry nights

and in the eyes of our children. I encourage you to hold on to the hope here in this auditorium today.”

Young also listed each chancellor during his 43-year involvement with the U of A, beginning with Louis Desrochers, “who signed my degree,” to outgoing chancellor Linda Hughes, “who signed your degree.”

“Linda is a person of remarkable grace, dignity, compassion and wisdom,” said Young, who thanked Hughes for her four years of “dedicated and exemplary service as chancellor.”

Hughes wished Young well on his latest in a long list of non-student roles at the U of A that began during his MBA days as a teaching assistant and president of the MBA Association, and grew to include, among other things, a seat on the board of governors and the university senate alumni council, as well as heavy involvement in the University of Alberta School of Business.

“Being chancellor is a wonderful experience; I’m sure you will enjoy it, Ralph, and I know the university is very lucky to have you,” said Hughes. ■

Vaccine vital for food security

Continued from page 1

Finding vaccines to keep livestock protected against infectious diseases is vital for food security in Africa, particularly at a community level, Babiuk said.

“This grant will support the development of a number of vaccines that may improve the economic potential of many livestock keepers, particularly women who rely heavily on small animals for their family livelihood.”

Babiuk—who recently received the prestigious Gairdner Award for his work in vaccine research—and his fellow researchers will collaborate on developing a thermally stable, single-dose vaccine to protect against infectious diseases such as fevers, lumpy skin disease, sheep pox and goat pox. The group is working to create a vaccine that will be inexpensive, easily stored and easily transported, to address existing barriers in isolated rural areas of cost, availability, delivery and need for refrigeration.

The U of A and research teams will work with various South African government departments and rural farmers to field-test new vaccines, and educate the farmers on their use. It is hoped that the vaccines developed will be in widespread use throughout Africa within three to eight years of the end of the project. ■

Renewing the U of A's social contract

Provost Carl Amrhein, who oversaw the introduction of Ralph Young as the U of A's 20th chancellor, said with installation of a new chancellor, “We are repeating an ancient tradition that renews the social contract between a university, especially public in our case, and the state, government and society.”

Amrhein said the importance of this renewal couldn't be overstated, pointing to the distinguished guests in attendance representing each facet of the university's place in society.

Amrhein said the list includes the lieutenant-governor, who represents the state; the deputy premier, who represents the government of Alberta; the mayor, who represents the city; the chancellor, who represents society and is charged with the care and protection of the university from others; the chair of the board, who represents the “owners” of the university in the multi-stakeholder fashion of the

government, public and constituencies; the president, as the leader of the university; and the provost, as leader of the collegium of the academic staff.

“It is rare that all are on stage together at the same time,” said Amrhein, adding it is fitting that the ceremony takes place during the convocation of arts graduates, who have the special role of watching, studying and commenting on society. “It also, in the year of the Diamond Jubilee, is a poignant reminder of the special place we as a university have in society over the many centuries of our existence as a type of organization.”

The tradition associated with the occasion was not lost on Young, who vowed to “embrace our university's commitment to contribute to the public good through teaching, research and citizenship. I wholeheartedly accept the trust placed in me by the university senate and accept the privilege of serving with them for the next four years.”

Chemistry researchers win major awards

Brian Murphy

Two University of Alberta chemistry professors—both senior researchers with the Alberta Glycomics Centre—have been recognized by major chemistry organizations for their work on treatments for infectious medical conditions.

David Bundle was recognized by the United Kingdom's Royal Society of Chemistry, Carbohydrate Group with an appointment as the 2012 RSC Haworth Memorial lecturer. Norman Haworth won the Nobel Prize for chemistry in 1937.

Todd Lowary is the 2012 winner of the Bernard Belleau award from the Canadian Society for Chemistry. Belleau was a Canadian biochemist known for developing a therapeutic drug for AIDS patients.

Lowary is investigating the role of carbohydrates in biological recognition between cells. He's developing vaccines and biomarkers for the infectious disease tuberculosis. "Tuberculosis is still a significant problem in the developing world," said Lowary.

"In the next six months we'll be testing serum samples from TB patients against our diagnostic prototype to validate it for early identification of the TB bacteria in a person's body."

Bundle was most recently recognized for a breakthrough 3-D magnetic resonance mapping of an antibody that kills the pathogenic fungus *Candida albicans*. The mapping could lay the groundwork for a vaccine to stem the pathogen, which is linked to more than 70,000 bloodstream infections in North American hospital patients.

Bundle is also working on a vaccine for *Brucella abortus* and *Brucella melitensis*, a type of bacteria that passes from cattle to people through raw milk and cheese. "The World Health Organization acknowledges it's a concern in developing countries and apparently



U of A chemistry researchers David Bundle (left) and Todd Lowary

there is a serious outbreak in China at the moment," said Bundle. "We've been able to make a synthetic antigen to detect antibodies in people exposed to the disease. If it works, we may be able to convert it to a vaccine against the two *Brucella* species."

Both Lowary and Bundle say the awards are recognition for their bodies of work, and reflect well on the U of A and the Alberta Glycomics Centre. "I'm originally from the U.K. so it's nice to get recognition from the Royal Society of Chemistry," said Bundle.

Lowary is also pleased by the personal recognition from his peers in Canadian chemistry and he says there's a lasting value to awards. "It helps prove the credibility for what we're doing and that builds a profile for potential research funders. It also helps attract students to our program." ■

Michael Brown

The University of Alberta Board of Governors has reappointed Carl Amrhein as provost and vice-president (academic). His third five-year term begins July 1, 2013, following a one-year sabbatical.

"Since joining the University of Alberta as provost in 2003, Carl has provided instrumental vision and leadership in setting and achieving the academic goals and mission of the university," said President Indira Samarasekera in the official announcement. "Throughout his tenure, Carl's energetic, creative approach to various challenges and his ability to solve problems has brought enormous benefits to the institution. We have been very fortunate to have someone of Carl's calibre in the position of provost, and his reappointment is the result of broad and enthusiastic support across the academy."

Originally from Pittsburgh, Pa., Amrhein studied at Pennsylvania State University and State University of New York at Buffalo before joining the University of Toronto in 1986, teaching and researching economic geography of labour markets and population. He rose from the ranks of assistant professor to full professor with tenure, and subsequently became chair of the department. In 1997, Amrhein was named dean of the U of T's Faculty of Arts and Science, a position he would hold for six years before assuming the role of provost at the U of A.

"One of the things that is so evident once you are here but is hard to see from the outside is the amazing community support the university enjoys," said Amrhein. "The senate, the board of governors, the dedication and willingness of our alumni to support the institution in all its varied activities, is really quite remarkable."

Amrhein said a portion of the support the university enjoys locally, nationally and internationally has to be attributed to the tireless effort President Indira Samarasekera and her team have put forth in promoting the university as one that uplifts the whole people.

"In deciding to stay on for a third term, one of the determining factors is the satisfaction I get from working alongside Dr. Samarasekera and the entire vice-presidential team," said Amrhein. "I greatly enjoy the many opportunities to work with the entire senior administration team in shaping the future of this wonderful institution."

What's left for Amrhein to accomplish would add to an already long list of university initiatives that he has helped bring to fruition, the most notable of which include integrating Augustana Campus into the university, overseeing

the creation of the School of Public Health, helping to establish the Alberta Universities Association, and developing and approving two *Dare to Deliver* academic plans.

However, Amrhein says he counts among his proudest accomplishments the assembly of what he considers a first-rate group of deans.

"The most important thing a provost does is select the deans, and by and large we have been quite successful in building a superb community of deans," he said.

Amrhein's progress in the Aboriginal-engagement arena has also been significant. Over the last nine years, Native Studies has been



Carl Amrhein

transformed into a full faculty that has developed partnerships all over the province, the university now has a successful Aboriginal teacher-education program and a Council on Aboriginal Initiatives, and the university has announced plans for the Gathering Place, a building that embraces and provides an inclusive and supportive learning and living environment for Aboriginal students, faculty and staff at the U of A.

In the area of student experience, Amrhein—who was recently honoured with the German Order of Merit—says the internationalization of the U of A's academic programs would be his single greatest achievement in terms of where the university was in 2003 versus where it is now, relative to the competition. Nonetheless, he says there is still work to be done. "While we've been quite successful bringing students to Edmonton, I would like to have the same level of success sending our students to interesting places around the world."

Before that work can continue, Amrhein is leaving on a one-year sabbatical that will take him to China, New Zealand, Australia and Germany to observe the internationalization of universities in those countries and to give lessons in one of the U of A's many unsung exports, collegial governance.

"I think collegial governance is the single best model for running an academic institution. The General Faculties Council and all its subcommittees, the Dean's Council—these are very effective organizational structures that allow the constituencies of the university—faculty, staff, students and post-doctoral fellows—to be directly involved in the decision making of the institution," said Amrhein. "Essentially, collegial governance allows us a way to do things that would be very hard to imagine in other institutions, and do it in a way that is exceptionally enjoyable."

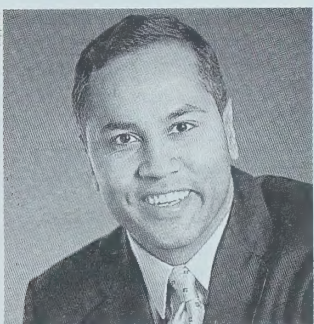
Another element of the U of A that would be inconceivable at just about any other institution anywhere is the special relationship it shares with the Alberta government.

"We are among the best-supported public universities in the U.S. and Canada at this point," said Amrhein. "That is a very important piece of who we are that is consistent in engaging Alberta in all of its different aspects." ■

University appoints its first VP of advancement

Bryan Alary

The University of Alberta has appointed its first vice-president of advancement to oversee an expansion of fundraising and alumni relations.



O'Neil Outar

The university announced June 7 that O'Neil Outar will assume the newly created senior leadership role, effective July 1, 2012. The new role reflects the value the university places on engaging alumni and expanding the role of philanthropy

to attract and retain leading students and scholars, and support innovations in research and education, said President Indira Samarasekera.

"O'Neil brings to the university an impressive record of building relationships with donors, a proven ability to lead large-scale fundraising initiatives, and a depth and breadth of knowledge in philanthropic giving," said Samarasekera.

"We are fortunate to have an advancement professional of his experience and dedication working with alumni, parents, friends, foundations and industry."

Outar assumes the new role after serving for two years as chief development officer in the Office of Advancement. During that time, the university set fundraising records in consecutive years, and saw significant growth in alumni engagement. With the creation of the vice-president position, the chief development officer position will be eliminated.

As vice-president of advancement, Outar will continue to

advance those efforts while working closely with the president, board of governors, alumni council and senate.

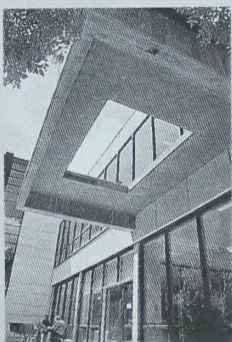
"U of A alumni are loyal and accomplished, eager to give back and become involved," he said. "The resources we are raising provide the means for retaining and attracting world-class talent. Groundbreaking research projects, global study and leadership opportunities, excellence in teaching—so much is made possible through visionary acts of philanthropy."

Prior to arriving at the U of A, Outar held a variety of senior leadership roles at the Massachusetts Institute of Technology in Cambridge, Mass., including senior director of global initiatives—a role in which he led the development of large-scale initiatives in China and India, and with the World Economic Forum, where he continues to serve as a member of the Knowledge Advisory Board.

Outar holds a master's degree in arts in urban and environmental public policy, and a bachelor's degree in arts, both from Tufts University in Medford, Mass. He frequently speaks at the Council for Advancement and Support of Education and other professional conferences, and in not-for-profit management education programs. ■

Are You a Winner?

Congratulations to David Cruden, whose name was drawn as part of Folio's June 8 "Are You a Winner?" contest. Cruden correctly identified the decorative boss, which records the date of construction in the photo as being located above the main doors of Assiniboia Hall. For his efforts, Cruden has won a U of A sweater courtesy of the U of A bookstore. Up for grabs this week is a copy of one of the U of A Press' winning entries at the 2012 Alberta Book Awards (story page 10). To win, simply identify where the object pictured is located and email your answer to folio@ualberta.ca by noon on Monday, July 16, and you will be entered into the draw.



CORRECTION

In the June 8 edition of Folio we referred to 3M National Teaching Fellowship winner Connie Varnhagen, professor in the Faculty of Arts, as a professor in the Faculty of Science. We apologize for the error.

President, provost reflect back on the HUB Mall incident

the open door

Carl Amrhein, Acting President
Provost and Vice-President (Academic)

It is hard to believe that only a week has passed since the peace of our campus community was shattered by an armed robbery and shooting in the early morning hours of Friday, June 15, that left three employees of G4S Security dead and one critically injured.

Friday was a whirlwind—and one that few of us will ever forget—but I’ve had a little time to reflect on the incident. The news that the suspect was arrested certainly is a relief for everyone and allows us to take the first steps in moving forward.

First and foremost go condolences to the loved ones of those who tragically lost their lives—Michelle Shegelski, Brian Ilesic and Eddie Rejano—and fervent wishes and prayers for the recovery of Matthew Schuman. The Edmonton Police Service has announced that his condition is improving but still critical.

I would like to acknowledge the bravery and quick action of the first responders to the scene. These folks came upon a chaotic and terrible scene, which was no doubt traumatic. In particular I would like to recognize two Safewalk volunteers, Ashley Moroz and Sapphira Nuttall, who found one of the gravely wounded victims and stayed with him until police arrived on the scene. Ladies, you are heroes and a credit to our community.

The outpouring of support and the offers of assistance that came from every quarter of our city, and in fact from concerned institutions

Counselling services

Students affected by this tragedy are encouraged to seek counselling support from one of our campus support resources:

- Chaplains' Association (<http://www.chaplains.ualberta.ca/>), including 10 a.m.–5 p.m. daily in HUB
- Mental Health Centre (<http://www.uwell.ualberta.ca/>)
- University Health Centre (<http://www.uwell.ualberta.ca/>)
- Community Wellness Social Worker (<http://www.uwell.ualberta.ca/>)
- International Centre (<http://www.iss.ualberta.ca/en/ContactUs.aspx>)
- Faculty Offices and Advisors

University of Alberta faculty and staff who seek support or counselling can contact HPaWS at 2-7124 or hpaws@ualberta.ca. Faculty and staff also have 24-hour access to counselling services through Homewood Human Solutions at 1-800-663-1142.

across Canada and abroad, was amazing and humbling. In the early hours of the event, we received offers of support from Mayor Stephen Mandel and Enterprise and Advanced Education Minister Steven Khan. Edmonton Police Chief Rod Knecht opened a direct line of communication with us that was reassuring and most welcome. On behalf of the University of Alberta, I commend the Edmonton Police Service and all the co-operating agencies who have worked so hard on this difficult case.

Thanks go as well to the many university staff and contractors who went above and beyond the call of duty to respond to the needs of our community, many arriving hours before their normal time. It has been very affirming to see the way that our campus community pulled together to meet this challenge.

As Edmonton Police continue their investigation, we as an institution will do a debrief on our emergency response as we do following any type of incident. There have been some concerns expressed that we did not activate the text messaging feature of our alert system. Text messaging is one of several methods of emergency notification; every incident involves an evaluation of the situation with the best information available at the time. Emergency notification and other communication to our community will be part of our incident debrief to assess whether we would do things any differently if a similar situation were to arise.

We must now begin the long journey toward returning to a sense of normalcy. This will not be an easy journey—we will all need to manage it in the way that makes

Indira Samarasekera
President and Vice-Chancellor

The events of the June 15 incident in HUB Mall are a reminder that the university is not an island. Like all other communities in Edmonton, across Canada and around the world, we are vulnerable to unpredictable, senseless acts of violence. Along with all of you, I am extremely saddened by the loss of life, and my sympathies and thoughts are with the families of the victims. Matthew Schuman's recovery remains our deepest hope. The University of Alberta flag was lowered in condolence for Michelle Shegelski, Brian Ilesic and Eddie Rejano.

Since the event, I have watched as students, staff and faculty have not only come together in shared compassion, but also in action. Carl Amrhein, in his role as acting president, has kept me fully informed of all developments. I want to thank the members of the Crisis Management Team for providing instrumental leadership throughout the day. My thanks also to staff throughout the university who responded quickly to make arrangements for students and colleagues directly affected by the events. Counsellors and residence staff have been available to provide critical support to displaced and distressed HUB Mall residents.

The fact that the university is not an island was made apparent to me in another way. We have received notes of concern and support from individuals, organizations and post-secondary institutions near and far. Knowing that we have such widespread support has been a source of comfort during a very difficult time.

In the coming days, we continue to hope for the recovery of Matthew Schuman. Our thoughts are with him and the loved ones of the victims. ■

sense to us individually. I encourage any member of the University of Alberta community to seek support or counselling to deal with the impact of Friday's events.

Counselling services will continue to be available indefinitely for those affected by this event. Please do not hesitate to use these resources if you are struggling to move forward. It is important that we take care of ourselves and each other.

I am reminded through this experience of the rare characteristics of the University of Alberta community that define it: our deep commitment to each other's safety and successes, our willingness to reach out to each other, our acknowledgement that a tragedy such as this is, thankfully, a rare moment in time in the life of our community. Let's move forward together. It's the only way, I think. ■

New round of SSHRC funding looks to encourage and foster productive partnerships

Michael Brown

Those indispensable multicoloured squares that have taken the guesswork out of remembering, known as Post-It notes, may never have come to be were it not for one researcher's failed superglue experiment and another's big idea for an adhesive that doesn't bind.

Looking to remove that element of chance and find ways of bringing researchers closer together, Rob Shields and his team have received a \$200,000 Partnership Development Grant from the Social Sciences and Humanities Research Council to figure out how communities can develop partnerships around high-tech or novel technologies that are being developed in their midst.

Specifically, Shields, a researcher in the Faculty of Extension, and his colleagues Kevin Jones and Nils Petersen, are looking at ways to better integrate Edmonton's nanotechnology network.

"Take the National Institute for Nanotechnology—we want to find out what a city or region can do to make the most of the innovations that are happening in this kind of institute," said Shields. "People say that it is extremely useful to know somebody might be throwing out a raw material that they might be importing, or that someone a few doors down might have a solution to a certain problem, but all they knew about nanotech was that there were groups working on it in Phoenix."

Shields says science is actually a partnership activity that relies on a whole range of people, rather than one person doing it.

"It isn't like the image we have of the mad scientist producing a Frankenstein in his castle," said Shields. "What is important is the whole chain of activities that allows that scientist to exist. The scientist is still in his castle, but we want to make it so there is more access from the public, policymakers, entrepreneurs and students—the people that make innovations economical, even if the innovation was originally a failure."

Partnership Development Grants designed to strengthen ties between the academic and private sector have also been awarded to Gordon Gow, also a researcher in the Faculty

of Extension, and Mary Ingraham, a researcher in the Department of Music.

Gow, whose team includes Mary Beckie of extension and Naomi Krogman, a professor in the Department of Resource Economics and Environmental Sociology, as well as colleagues at the University of Guelph and in Sri Lanka, will receive \$190,000 over three years to examine how academic institutions, government agencies and international organizations can better link Sri Lankan farmers with knowledge of sustainable farming practices using low-cost communication technologies, such as mobile phones and community radio broadcasting.

Gow says his team is also interested in those communities of practice that involve farm women and young farmers, with evidence suggesting that these groups may be influential adopters of new communication technologies.

"The emerging partnership represents an interdisciplinary and cross-sectoral research initiative with the broad goal of enhancing capacity for local innovation in the digital economy," said Gow. "Given that the U of A and Guelph, for example, have two of the strongest agricultural faculties in Canada, this is a rich opportunity to build fruitful partnerships with the oldest and most influential agricultural university in Sri Lanka."

Ingraham, whose project is entitled The Social Efficacy of Art Music Partnerships in Canada, received \$180,000 over three years. She will lead a group of national researchers in documenting and assessing the successes and challenges of partnerships between classical-music organizations and community partners.

"By examining such partnerships, we intend to develop resources for composers, art music organizations and community partners interested in developing collaborative projects with communities," said Ingraham.

"Outcomes of this project will contribute to the conversations about how cultural partnerships can address complex cultural and social issues, will inform Canadians on the role academic scholarship plays in community activities, and will inform policy-makers on ways in which partnerships can be leveraged through interdisciplinary performance practices for social good." ■

More SSHRC funding	
The following U of A researchers were named as collaborators on SSHRC Partnership Development Grants.	
Rauno Parrila	Partnership for student success: Identifying and supporting at-risk university students
Lawrence Aronsen	Reclaiming the New Westminster waterfront
The following U of A researchers were named as collaborators on SSHRC Partnership Grants, which are designed to support new and existing formal research and/or knowledge mobilization partnerships.	
Jacqueline Leighton	Learning environments across disciplines (LEADS): Supporting technology rich learning across disciplines
Christian Andersen	Urban Aboriginal knowledge network research for a better life
Alison Taylor, Karen Hughes, Sara Dorow	On the move: Employment-related geographical mobility in the Canadian context
Marc Arnal, Anna Kirova, Gina Higginbottom, Linda Ogilvie, Marilyn Abbott, Mary Richards, Miriam Stewart, Paul Dubé, Paulin Mulatris, Tracey Derwing	Pathways to prosperity: New policy directions and innovative local practices for newcomer integration and attraction
Wiktor Adamowicz	Water economics, policy and governance network

Teaching award recipient brings languages to life

Carmen Rojas

When it comes to his career as a language teacher, Mathieu Martin-LeBlanc has never shied away from a challenge. Whether venturing straight from an undergraduate degree in Spanish to his first teaching job in Mexico teaching, at one point, 11 classes a day, or arriving at the University of Alberta as a master's student and immediately being offered his own Spanish class, Martin-LeBlanc has always kept a positive attitude in the face of steep learning curves.

"I made some mistakes, but I learned from them and I think that's what allows me to be quite confident in my teaching today," he says.

This confidence has earned Martin-LeBlanc the respect and admiration of the hundreds of students who have taken his French and Spanish classes in the Department of Modern Languages and Cultural Studies over the last eight years. In their written evaluations, they consistently sing his praises as a "fun and interesting," "knowledgeable, patient and supportive," and "accessible and compassionate"

teacher. Many of them comment that his classes inspire them to further their language studies both within and outside the classroom, and occasionally even to change their majors.

The university recently took notice of Martin-LeBlanc's achievements, honouring him with a 2012 William Hardy Alexander Award for Excellence in Undergraduate Teaching. He was also named one of this year's recipients of a Contract Instructor Teaching Award from the Faculty of Arts.

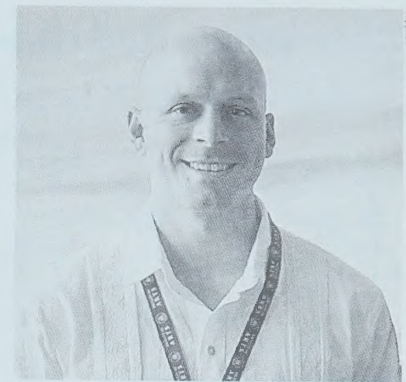
Though he has clearly found his calling in the classroom, Martin-LeBlanc never set out to become a language teacher, originally majoring in criminology when he began his BA at St. Thomas University in the late 1990s. But for the native French speaker who learned English as a child from friends and television, tackling a third language opened his eyes to the role that language had always played in his life.

"Speaking two languages fluently wasn't anything exceptional in my mind," he says. "But when I started taking Spanish in university, I quickly realized that I had this internal drive for language because it defines my own identity."

Martin-LeBlanc shares his passion for language with students through eclectic teaching methods that he originally developed through trial and error during his time in Mexico, and later honed in a more deliberate way while completing his MA. "When I teach, I'm not a textbook," he says. "I try to do things my way, and I think that's what keeps it more interesting."

His approach includes a strong emphasis on bringing cultural components, such as music and literature, into the classroom. "To me, [culture] is what reflects language. It's not just a bunch of words that you put together. You'd be surprised at the U of A with a class of 30 shy students, or students who think they're too cool to have fun, and all of a sudden you have them singing in Spanish or French. They just want an excuse to have fun and do something different."

Martin-LeBlanc also strongly believes in the value of incorporating community service-learning into his classroom, which he has done several times by sending students in his upper-level French courses to volunteer with local Francophone organizations for course credit. "The experience that I had [in Mexico]—that



Mathieu Martin-LeBlanc

culture shock of throwing yourself into the unknown and trying out your language skills—is an important stepping stone in learning a language," he says.

Martin-LeBlanc appreciates that, through community service-learning placements, his students gain confidence in their language skills and contribute to the community at the same time. "It's not just the student going in and learning French. The community is getting something back in return and it's creating really strong ties between the student and the community." ■

Grading curve policy clarified

Folio Staff

The University of Alberta has amended language related to grading used in the official university calendar. The changes, which affect wording in the grading assessment practices, were necessary to dispel misconceptions that suggested use of the so-called grading curve was mandatory. No such mandatory requirement exists or existed. Beyond clarifying language, the university's grading policies and procedures remain unchanged.

The policy simply states: "Grades in any course, examination or other academic assessment shall not be mandated on the basis of a curve or historic distribution of student grades. The distribution of grades shall not be predetermined by any system of quotas that requires a certain number or percentage of grades at a particular level. However, a faculty, department or unit may develop and provide guidelines to instructors setting out a reasonable distribution of grades in the faculty or department."

At its May 28 meeting, the university's General Faculties Council approved a motion that revises calendar language related to course assessment and grading regulations. Among the changes for clarification was a section that some students and instructors were reportedly interpreting as suggesting that a historical distribution of student grades was a requirement.

Bill Connor, vice-provost (academic programs and instruction) and co-presenter of the wording amendments, says that some students objected to what they perceived as the use of a curved grading system. The decision to reword the calendar was an effort to provide clarity on the assessment practices that instructors must follow.

"General Faculties Council, with these changes, is attempting to clear up the misunderstanding that the university had a bell curve policy. We've never had one," Connor said. "We hope that any misperceptions will now be cleared up."

Though the intent of the amendment is to provide greater clarity about grading procedures, it remains the case that the calendar stipulates that a faculty, department or unit may establish policies allowing for the reasonable distribution of grades. It is critical, and will be expected, that instructors clearly communicate to their students how marks will be translated into grades.

The amendment follows conversations, research and consultation, dating back to at least 2009, aimed at addressing student concerns. The approved changes, which formalize relevant policy and procedures, take effect for the fall 2012 term. ■

Seeds of understanding to take root in Indigenous Teaching Gardens

DC Brandon

While the flowers, shrubs and other plants in the Faculty of Education's new Indigenous Teaching Gardens are, in many cases, still just seeds in pots, there was a strong sense amongst those that attended the gardens' opening ceremony June 18 that germination of something special has already begun.

The gardens are the result of a commitment made by the faculty to promote Aboriginal perspectives in education through the support of Aboriginal curriculum initiatives.

"At its inception, the concept of Aboriginal plants and gardens feeds beautifully into our ideas for learning and curriculum," said Fern Snart, dean of the Faculty of Education. "It is an explicit way to reveal our faculty's commitment to promoting Aboriginal knowledge in our courses."

The opening comes on the heels of the approval of a new bachelor of education course focusing on Aboriginal perspectives, which will become mandatory in 2013.

"These commitments put our faculty at the forefront provincially and in good stead nationally," said Snart. "The garden is an obvious and interactive demonstration of these commitments, in that it is exciting and very much hands-on."

"The planting of a garden is very much the same as teaching. It requires a gentle and kind spirit, and a sense of safety."

Isabelle Kootenay

In 2011, the U of A's Sustainability Enhancement Fund provided support for refurbishment of the patios in the north tower of the Education Complex, which would eventually become the home of the new gardens. The gardens are intended to provide a space for indigenous plants that are being pushed out of their natural habitat by invasive species introduced from other places, to connect students

in the faculty to life and learning outside the classroom, and to create community both within the faculty and between faculties, as the spaces will be open for research and events.

Isabelle Kootenay, Elder, points out that the design of the planters holds strong symbolism for her. She explains that two of the largest planters are in the design of medicine wheels, which were once used as calendars. Split into four quadrants, the medicine wheel comes to represent the four seasons, the four peoples of the Earth, and the four parts of the body—mental, physical, emotional and spiritual.

"Four is a very significant number in Aboriginal culture," said Kootenay, who added that the medicine wheel is a good teaching tool for elementary students because it teaches that all people are included.

"It is a very multicultural. As well, the planting of a garden is very much the same as teaching. It requires a gentle and kind spirit, and a sense of safety," she said.

PhD student Tracy Onuczko, who taught a curriculum and instruction course for science minors this year, says the goal of the garden project was to demonstrate that engaging students in Aboriginal perspectives in science doesn't simply mean presenting an example from the textbook and moving on.

"My hope for the Indigenous Teaching Gardens is that they become a place to begin the often difficult conversation surrounding how pre-service teachers, practising teachers and students might consider engaging with indigenous perspectives in their classrooms in a way that honours people and place," she said.

"Although the garden in and of itself seems to be a simple idea, the discussions the pre-service teachers in the class and the other participants in the project have had suggest more is going on." ■



Fern Snart (centre) catches up on the progress of the Indigenous Teaching Garden.

laurels

Gerald Häubl, marketing professor in the Alberta School of Business and Canada Research Chair in behavioural science, has received the Humboldt Foundation's Friedrich Wilhelm Bessel Research Award. This award is conferred in recognition of lifetime achievements in research. The awardee is invited to carry out research projects of his own choice in co-operation with specialist colleagues in Germany.

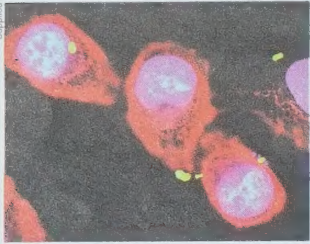
Myer Horowitz, former university president and dean of the Faculty of Education, received an honorary degree from Royal Roads University during a convocation ceremony held June 14.

Janice Wallace, a professor in the Department of Educational Policy Studies, was presented with the Canadian Association for the Study of Educational Administration's distinguished service award for her work with the association and the field of educational administration.

Researchers find chink in lethal superbug's armour

Brian Murphy

There's new hope for development of an antibiotic that can put down a lethal "superbug" bacteria linked to the deaths of hundreds of hospital patients around the world, including a recent case at Edmonton's Royal Alexandra Hospital.



This is a fluorescence microscopy of *A. baumannii* infecting eukaryotic cells. The DNA is in blue and bacteria in green.

Researchers from the University of Alberta-based Alberta Glycomics Centre found a chink in the molecular armour of the pathogen *Acinetobacter baumannii*. The bacteria first appeared in the 1970s and in the last decade it has developed a resistance to most antibiotics.

U of A microbiologist Mario Feldman identified a mechanism that allows the bacteria to cover its

surface with molecules known as glycoproteins. That led the researchers to another discovery. "If the superbug cannot produce glycoproteins they become less virulent and less capable of forming biofilms," said Feldman. "The biofilm protects the bacteria from antibiotics."

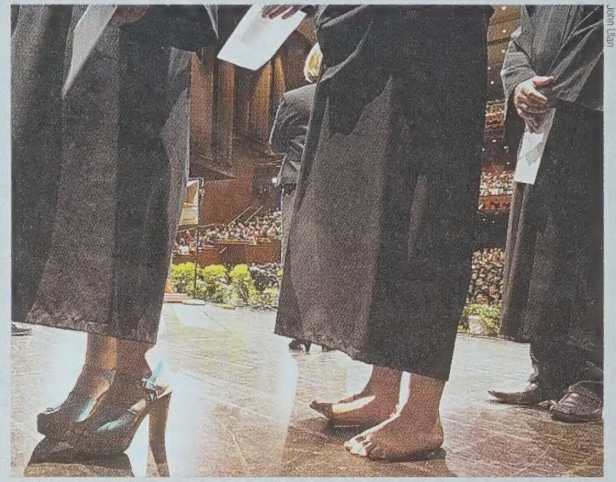
Acinetobacter baumannii is a particularly insidious and contagious pathogenic bacteria that has plagued hospitals around the world. The bacteria can live on hard surfaces for several days and can cling to hospital equipment like catheter tubes and inhalers. *Acinetobacter* infection is also spread by coughing, sneezing and personal contact.

Hospital patients whose immune systems are already worn down are the most susceptible to the bacteria. It infects wounds and can spread to the lungs, blood and brain.

The researchers say more work is required to understand how the bacteria produce glycoproteins. "We're hopeful our work will enable future development of drugs to interrupt the production of glycoproteins to weaken or eliminate the bacteria's shield against antibiotics," said Feldman.

The list of co-authors includes graduate students Jeremy Iwashkiw and Brent Weber, as well as colleagues in Ottawa, Austria and Australia. ■

Time to stand on your own two feet



A student attends convocation June 12 in the footwear she was born in.

U of A, Métis Nation renew research partnership, friendship

Bev Betkowsky

A memorandum of understanding, originally signed in 2007 by the University of Alberta and the Métis Nation of Alberta, was continued at a recent signing ceremony. The renewed agreement celebrates an ongoing partnership to pursue several research themes through the Rupertsland Centre for Métis Research, an academic centre at the university.

The new MOU also includes a pledge by both parties to work toward securing resources for an

endowment to support the academic and research work of an exceptional U of A faculty member in the areas of Métis philosophies, languages, knowledge, legal traditions or governance.

"This agreement supports the university's commitment to learning, discovery and citizenship by providing our scholars and students with opportunities to conduct world-leading research," said George Pavlich, associate vice-president (research), who signed the MOU on behalf of the U of A.

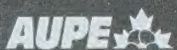
"We are pleased to contribute to the study

of issues important to the Métis people and their communities."

The MOU is a significant partnership for the Métis Nation of Alberta, said president Audrey Poiras. "This MOU is different from the eight others we have in place across the province because it speaks directly to building resources to support Métis-specific research," said Poiras. "I believe that a better understanding of the historical and contemporary conditions of Métis people is essential to identifying measures necessary to enhance our collective well-being." ■



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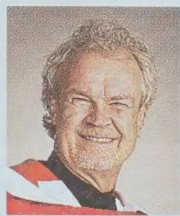
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2012 honorary degree recipients offer graduands wise words to live by

At the University of Alberta's latest spring convocation, a lineup of innovators, scientists, volunteers and world leaders accepted honorary degrees and imparted these words of wisdom to this year's graduands:

I THINK LIFE IS ABOUT ALL those little decisions that you make every day that count. The things that you learn about yourself while you are doing what you do, and making those decisions."

Holger Petersen, Canadian businessman, record producer and radio broadcaster, who received an honorary doctor of letters degree June 13.



MY PERSPECTIVE ABOUT LIFE in general is this: Go for your dream! I encourage each and every one of you to do that, keeping in mind that there is a force, a creative energy and intelligence for good in the world beyond our knowing and even our dreaming. So I urge you to be open to exceeding even your wildest dreams!"

Shirley Stinson, visionary leader in the field of nursing scholarship, and the first female and first nurse to receive the federal designation of Senior National Health Research Scientist, who received an honorary doctor of science degree June 7



ADVERSITY ALSO PLAYS A ROLE in shaping leaders—because from adversity can come the gift of compassion and resilience. It has been so in my life."

Mary Simon, former Canadian diplomat and current fellow of the Arctic Institute of North America, who received an honorary doctor of laws degree June 12

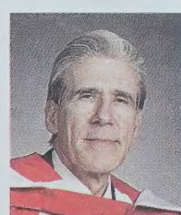


COURAGE. WE CANNOT KNOW where it will lead, but we know that it is the source of right action and it is the source of inspiration for others."

James Orbinski, former president of Doctors Without Borders and co-founder of the medical humanitarian organization Dignitas International, who received an honorary doctor of laws degree June 12

YOU ARE GOING TO HAVE THE opportunity to mould lives in a way that very few people could. ...The future of Canada, in all of its diversity, is in your hands."

Paul Martin, former prime minister of Canada, who received an honorary doctor of laws degree June 11



THE LAST SPEECH PREPARED by President John F. Kennedy wisely stated that 'Leadership and learning are indispensable to each other.' Let these dual pursuits provide the inspiration for the remarkable journey you are about to undertake."

Julio Frenk, eminent authority on global health and dean of the Harvard School of Public Health, who received an honorary doctor of science degree June 8



MY BEST ADVICE TO TODAY'S graduands would be to spend your career doing something that you are intensely passionate about. That way, you will never know if you are working or playing."

John Stanton, founder and president of the Running Room and fitness icon, who received an honorary doctor of laws degree June 6



THE WORKFORCE IS FREQUENTLY looking for someone who can synthesize and communicate with the larger public. You not only have to be technically literate and innovative, but you also need to be able to explain what you do and why it is important. The challenge of being able to express views

and translate highly technical concepts into words that laypersons can understand remains paramount."

Garry Lindberg, former vice-president of the Canadian Space Agency and project manager for the Canadarm, who received an honorary doctor of science degree June 7



FOR THE OPTIMISTS AMONGST us—and I believe most researchers are optimists—failure is almost always unexpected. So why do outstanding scientists (and representatives of many other walks of life) embrace failure as the most normal of things in their work? I believe it is purely constructive instinct."

Donald Dingwell, world-renowned volcanologist and secretary general of the European Research Council, who received an honorary doctor of science degree June 6

IT'S EASY TO BE CONFIDENT when things are going well, but I want you to remember that when it gets tough, and it will sometimes, you have to trust that you have everything you need inside you to reach your goals."

Chantal Petitclerc, wheelchair athlete and Olympic, Paralympic and Commonwealth games gold medalist, who received an honorary doctor of laws degree June 5



THE RESTLESS JITTERS OF THE people will lead to disturbance of the great order and disintegration of the world. It is complete foolishness to insist that the six or seven billion people of the world follow one social system, adopt one belief and practise one religion. However, the individuals of the human race all wish for peace and happiness. This is the fundamental desire of life."

Fan Zeng, world-renowned artist and author, and dean of the Chinese Painting Institute of Peking University, who received an honorary doctor of letters degree May 26 in Beijing

The U of A's 'architect of nursing research in Alberta' given HD

Bryan Alary

When Shirley Stinson returned to the University of Alberta in 1969 fresh from her doctoral studies in New York, nursing research wasn't exactly a burning priority.

Just one research project was underway at the time, and even that was modest by today's standards—a comparative analysis of nursing students' marks from Grade 12 and the results of their registered nurse licensing exam. There was no research funding or coursework available to support nursing research, faculty or students, Stinson recalls.

Four decades later, it's a much different story. The graduating undergraduate class has swelled to 441 from 90, and 1,176 undergraduate, master's, doctoral and post-doctoral students are enrolled in nursing programs today.

"There are literally hundreds of projects underway, involving millions of dollars in funding," Stinson said. "A remarkable research infrastructure has been developed to support faculty and students, whose research projects often involve partnerships with national and international colleagues."

Called a "pioneer," "visionary" and "architect" of nursing research in Alberta, Stinson was recognized June 7 for her significant achievements when she received an honorary doctor of science degree from the U of A.

The architect label hearkened back to childhood dreams, remembers Stinson, whose words to the graduands of 2012 were spoken by longtime colleague Jeanne Bresner. Stinson and her brother Donald delivered the *Edmonton Bulletin* and *The Star Weekly* newspapers so they had enough spending money to buy *Popular Mechanics*.

"I read every issue from cover to cover, and was thoroughly fascinated and entranced with architecture in particular."

But Stinson's family was of modest means, so she opted for a more affordable education, following her sister Elizabeth to study nursing at the U of A. After graduating in 1953 and working in public health nursing in the region for several years, Stinson decided to go for a master's degree at the University of Minnesota—"a very significant turning point in my life."

Stinson went on to teach at Toronto's Hospital for Sick Children before pursuing a doctorate in education at Columbia University. When she returned to the U of A to teach in the faculties of nursing and medicine, she was the only nurse with doctoral education in Western Canada.

From the start, Stinson designed and taught courses that were interdisciplinary in nature—commonplace today but unheard of then. She led efforts to create a master of nursing program at the U of A in 1975 and a PhD program in 1991.

When the Alberta Heritage Foundation for Medical Research was created by the Peter Lougheed government in the early 1980s, funding for nursing and health services administration wasn't included. Stinson wrote several letters to the premier, a colleague from their days on the U of A Students' Council, imploring him to "use his power and influence" to include nursing. Eventually, the province created the Alberta Foundation for Nursing Research, a \$1-million endowment for nursing research. Stinson was the inaugural chair from 1982 to 1988, and later served as president of the Canadian Nurses Association, chaired the first international Nursing Research Conference and served as an advisor to nursing organizations including the World Health Organization.

Stinson was the first woman and first nurse to receive the federal title of Senior Health Research Scientist, is a member of the Alberta Order of Excellence and, in 2002, was named an officer of the Order of Canada.

It's no wonder a provincial nursing newsletter editor once called Stinson "the architect of nursing research in Alberta."

Today, Stinson remains abreast of the latest advances, including work on quantum methods in nursing research that pertain to her Parkinson's disease. She said research helped her achieve her dreams, and she implored the graduands to reach for theirs. "I encourage each and every one of you to do that, keeping in mind that there is a force, a creative energy and intelligence for good in the world beyond our knowing and even our dreaming. So I urge you to be open to exceeding even your wildest dreams."



U of A professor emerita Shirley Stinson received an honorary degree June 7.

CONGRATULATIONS

to the graduating classes of 2012. Your stories are an inspiration to us, and we thank you for allowing us to be part of your collective journey to success.

— YOUR FRIENDS IN UNIVERSITY RELATIONS



Physician, heal thyself first

Jamie Hanlon

When should your doctor phone in sick? The question may seem unusual, but it's an issue that University of Alberta researchers say needs greater regulation to ensure patient safety and provide better protection for physicians as patients.

Tracey Bailey and Cameron Jefferies of the U of A's Health Law Institute are co-authors of a report noting that many medical regulatory bodies across Canada lack standards of practice for self-reporting of medical issues that may affect physicians and their practice, or for reporting of such individuals by their other physicians. Noting that doctors who ignore their own medical issues risk inadvertently breaching a medical ethic that says "first do no harm," the report contains a model for implementation that, if adopted, will address the question of patient safety and alleviate concerns doctors may have about getting treatment.

Bailey says a lack of guidance and over-focused attention on issues such as addictions or psychiatric conditions do little to protect doctors and the patients in their care. Yet, any information that the licensing body gathers must ensure protection of the doctor's human rights and the duty of confidentiality owed to them as patients. Noting that Alberta has done much to address many of these issues and is ahead of many other jurisdictions in this area, she says there is some work needed to fine-tune the framework in this province to better address the shared goals of the public and others.

"Physicians not only need guidance (in terms of reporting), but there should also be a duty to do that in certain instances given the legal, ethical

and professional duties that they owe to their patients and others," said Bailey, director of the institute. "When should a physician have to pick up the phone, so to speak, to his or her college and say, I'm reporting myself, my colleague, a physician-patient, et cetera."

From misreading reports to making decisions that translate into poor policies or bad practices in a hospital setting, the risks are not contained to direct negative effects on patient care.

Physicians in other roles can have a harmful impact in other direct or indirect ways, such as on participants in research

trials, or on the development of key policies and procedures. In addition to affecting the delivery of services, another unintended consequence may be on public confidence in the profession or health-care system. A doctor holds great power, Bailey says, but with that power comes duties and responsibilities to ensure the health of the public is not compromised because of neglected health issues.

"It's a safety-sensitive profession. You've got huge power, and the ability to help people and heal people in many instances," she said. "You're also in a position to do great harm."

There is a certain measure of vulnerability that doctors feel as physician-patients, says Bailey. They may be reluctant to seek help if there are stigmas attached to seeking certain services. Some may be unwilling and resistant to yield their position of healer or helper to one of patient. She says there is also a misguided belief that the regulatory body will necessarily censure or penalize them for self-reporting a medical issue.

"We need to let physicians know what the expectations are and that this isn't discretionary," she said. "If one of the [reporting] thresholds is met, you actually have to take positive steps, just like you have to take positive steps if you've got a situation where you're concerned about child abuse or the spread of an infectious disease." ■



Cameron Jefferies and Tracey Bailey are researchers with the Health Law Institute.

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Virtual class makes for real learning

Bryan Alary

The University of Alberta's physical therapy program will expand to Calgary this fall, allowing students and professors from three cities to stay in sync in real time over geographic distances.

The Faculty of Rehabilitation Medicine announced June 12 the expansion of its master of physical therapy program by adding a new Calgary satellite classroom to existing Edmonton and Camrose sites. Students and professors from all three cities will interact using real-time synchronous video conferencing technology.

"Expanding to Calgary ensures we are able to meet the expectations of Albertans and create a workforce that is going to serve the physical therapy needs of the whole province," said Martin Ferguson-Pell, dean of the Faculty of Rehabilitation Medicine.

The technology not only addresses a need for trained physical therapists throughout Alberta, but also avoids the challenges of creating standalone programs in other centres.

"We can expand our class size without building bigger classrooms or dealing with the logistical issues of getting larger and larger groups of students together," said Ferguson-Pell. "There's a substantial efficiency."

The faculty launched its first synchronous satellite two years ago at the Augustana Campus, where 12 students in Camrose and another 80 in Edmonton participated in the same classroom lectures and labs using live video conferencing. The technology allows specialist professors in Edmonton to teach students in both locations, in addition to professors with more general training in Camrose.



Physical therapy students in Camrose interact with students and professors in Edmonton via real-time synchronous learning technology. The program is expanding to a third site when a Calgary classroom opens this fall.

Ferguson-Pell called the technology a solution to the current scarcity of professors qualified to teach physical therapy specialties like pediatrics or cardiac rehabilitation. This program allows the faculty to use existing resources while meeting a growing demand for training.

He added that the technology far exceeds standard online or distance learning, and that the experience gained in Camrose proved the technology is reliable and on time, and is not a distraction to learning.

"It's live, it's interactive, it's sort of like broadcasting—it's nearly like being there. It's a class in its usual form meeting in a usual setting. All the benefits of a class dynamic are preserved."

Mary McEwan is not one to call herself technologically savvy, but any reservations she had about the technology quickly faded when she realized the power of the real-time capabilities allowed her and her fellow students in Camrose to learn and participate like their peers in Edmonton.

"We always get the front-row seats and the best view," said McEwan,

who just finished her first year in the program. "The mike goes both ways, so if we have a question or need something repeated, the professor is more than willing."

An added benefit is the small groups of students in each location and smaller student-to-instructor ratios. "We definitely get the benefit of having that," McEwan said. "When we go to the lab it's a 12-to-one ratio of someone teaching us."

As part of their training, students are required to work 31 weeks in a clinical physical therapy setting. Many choose placements close to school, meaning there's a strong demand for spots in Edmonton, Ferguson-Pell said.

Expanding to Calgary gives students more flexibility and forges stronger ties to the clinical community, which tends to hire the best students from each placement, he said.

"We're trying to make sure we provide a more equal opportunity across the province," he said. "It's a daring step to go to a third site, but we're very confident it's going to be as successful as the Camrose site." ■

Program brings eye expertise to Ethiopia

Raquel Maurier

In Ethiopia, there are more than three million people living with a blinding condition known as glaucoma, but just 100 ophthalmologists and only three that have in-depth glaucoma training.

Girum Gessesse and a fellow Ethiopian ophthalmologist will bring that number to five after taking part in an international mentorship program based in the University of Alberta's Department of Ophthalmology at the Royal Alexandra Hospital.

"We want to improve our knowledge and skills, and provide better glaucoma care for our patients," said Gessesse, noting that glaucoma is the second leading cause of blindness in Ethiopia, and that most people don't develop symptoms until the late stages. "Our long-term goal is to build and establish

a centre for excellence in glaucoma care in the southwest region of Ethiopia."

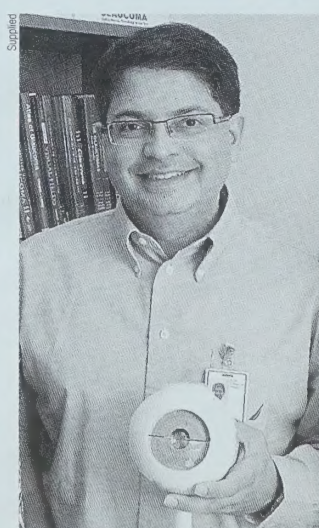
Gessesse, who arrived in Edmonton in early March, took part in the "sandwich fellowship program" developed by Karim Damji, an ophthalmology professor with the U of A and a glaucoma specialist. It's called the sandwich program because it has various layers of home-based and international training.

"This is a very well-rounded program—not only do you gain new skills and knowledge, you also get to do research that will benefit glaucoma care in your home country," says Gessesse. "This program also creates a strong bond between our institution, myself and my mentors, which is key for future learning."

Gessesse is in the first part of his training, and his Ethiopian colleague has just finished the first section as well. The second part of their training is to focus on applying their knowledge in their home country; then they will travel to India to learn about glaucoma in children. Damji will travel to Ethiopia to advance their training this winter. The final leg of the mentorship program for the duo will conclude in 2013.

Damji says the goal of the sandwich fellowship program is to develop multiple centres for glaucoma care in Ethiopia and Kenya, and to have these centres work with each other, with the U of A and with clinical colleagues for enhanced patient care, teaching and research opportunities.

"It is humbling and rewarding to be involved in their training, which also opens doors for our students and for research," said Damji. "I hope the centres will eventually work together to train their own 'sandwich' fellows." ■



Karim Damji

Dual studies reveal kidney disease risks

Quinn Phillips

The University of Alberta's Marcello Tonelli and colleagues from his provincewide research group, the Interdisciplinary Chronic Disease Collaboration, are seeing their names in print in two high-impact scientific journals this week—*The Lancet* and *The Journal of the American Medical Association*.

The study published June 18 in *The Lancet* looks at the risk for heart disease in patients with chronic kidney disease (CKD). The group studied the records of almost 1.3 million patients in Canada with CKD, diabetes, at least one previous heart attack or a combination of these risk factors. The researchers found that people with chronic kidney disease had a similar or higher risk of heart attack than people with diabetes.

Tonelli said it has long been thought that CKD was a risk factor for heart disease, heart attack and stroke, but the group has been devising ways to make that message more powerful.

"The idea was clearly communicated to doctors and patients that diabetes is a wake-up call and should trigger changes in practice

and behaviour," said Tonelli. "What we wanted to do with this study was to see whether that was appropriate for kidney patients also."

Tonelli said that because the group, funded by Alberta Innovates – Health Solutions, found that kidney disease patients have as high a risk as diabetic patients of having a heart attack, this parameter should serve as a red flag that alerts doctors and patients to higher levels of risk.

"Our hope is that, just as we've seen with diabetes over the last 10 years, this will help doctors and patients to work together to deliver the care that this high-risk group of people need."

The Interdisciplinary Chronic Disease Collaboration also published findings on kidney disease June 19 in *The Journal of the American Medical Association*. This study, which looked at the risk of kidney failure in elderly patients, showed that their risk is higher than previously appreciated.

Past studies have shown that the number of people on dialysis rises until about the age of 65, then plateaus and begins to drop off.

"It was mistakenly concluded that as people get older, although some do have kidney disease, it must progress more slowly, and

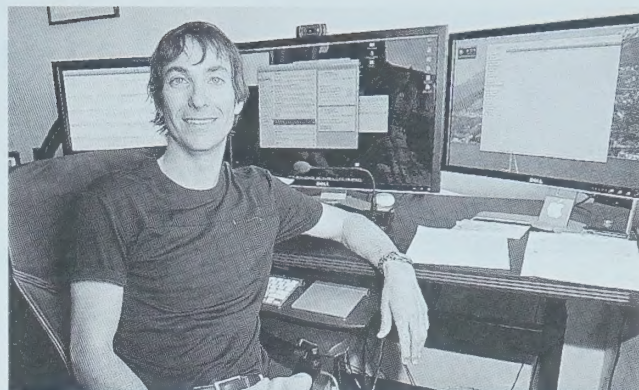
therefore that prevention of kidney failure isn't as important in this group," said Tonelli.

This study proves otherwise because the provincial research group looked at people on dialysis and patients who have low kidney function but don't choose to start treatment.

"When you account for both forms of kidney failure, you see that the risk of progressive kidney function loss is actually very high among the elderly, whereas when you only count the people who receive dialysis, you underestimate the burden of kidney failure in the elderly population," said Tonelli.

Whether a patient has CKD or an elderly patient is faced with the option of dialysis, the tried-and-true idiom that an ounce of prevention is worth a pound of cure still stands.

"The same therapies—getting exercise, maintaining a healthy weight, avoiding tobacco use, controlling blood pressure and using cholesterol-reducing medicines—to control heart disease and to prevent heart attack and stroke, will be effective in preventing kidney failure," he said. "And they should be effective in young people and also in the older population. Prevention is important regardless of age." ■



Marcello Tonelli

Teen mothers run a greater risk of suffering abuse, depression

Bryan Alary

Teen mothers are far more likely to suffer abuse and postpartum depression than older moms, according to a study of Canadian women's maternity experiences by a University of Alberta researcher.

Dawn Kingston, an assistant professor in the Faculty of Nursing, analyzed data from the Maternity Experiences Survey, which asked more than 6,400 new mothers about their experiences with stress, violence, pre- and postnatal care, breastfeeding and risky behaviour like smoking and drug use before, during and after pregnancy.

The study, published in the May issue of *Pediatrics* and commissioned by the Public Health Agency of Canada, compared maternity experiences of women at various ages: teens (15 to 19 years), young adults (20 to 24) and adults (25 and older).

The data showed that 41 per cent of teen moms had experienced physical abuse in the previous two years—double the rate among women in their early 20s and five times that among adult women.

"We had no idea that the risk was as high as it is in adolescents," Kingston said.

Nearly a quarter of teens indicated they had been abused more than three times during that span. One-fifth said they had been abused by a family member, compared with 14 per cent of young adults and 9.5 per cent of adult women.

Some 14 per cent of teens experienced symptoms of postpartum depression, compared with 9.3 per cent of women in their early 20s and 6.9 per cent of adult women.

Kingston said few pregnant and postpartum women are routinely screened for violence at present in Canada, something that is mandatory in Australia and the United Kingdom.

"Women often don't tell their provider they're suffering, whether it's depression or domestic abuse," she said. "If you don't screen, the need may not be identified and women are not linked to resources like counselling and other help that's available."

The data also showed that teen moms were also more likely to start prenatal care late, more likely to engage in risky behaviour like smoking, and less likely to breastfeed.

Such results might not be surprising given the nature of unplanned teen pregnancies, but the high smoking rates among young adults was a surprise, Kingston said, as was the decision of moms to continue smoking after delivery.

"That suggests there's considerable opportunity for teaching, identifying needs and linking women to services they need through prenatal and postpartum care," said Kingston. ■

Sniffing out a solution to smelly clothes

Bev Betkowsky

University of Alberta scientists are using smelly gym clothes to understand how to build a better, odour-free garment.

Using state-of-the-art techniques for molecular separations in a U of A chemistry lab to analyze a pile of sweaty T-shirts worn and washed by 18 study participants, lead researchers Rachel McQueen and James Harynuk joined forces to tackle the problem of stinky workout gear.



(From left) James Harynuk, Rachel McQueen, and Paulina de la Mata are using gym T-shirts in their search for odour-fighting, environmentally friendly fabrics.

"It was a great way to combine our respective research interests and resources from different faculties, to look at an everyday problem," McQueen said. The project also involved some assistance from sensory studies in the Faculty of Agricultural, Life and Environmental Sciences and laboratory medicine in the Faculty of Medicine & Dentistry.

McQueen, an assistant professor in the U of A Department of Human Ecology, teamed with Harynuk, an assistant professor in the Department of Chemistry, to put specially designed T-shirts—two for each participant—to the test in a field trial lasting 10 weeks.

The stack of 36 shirts was specially sewn with two test fabrics—untreated cotton matched either with untreated polyester or with cotton treated with a silver-chloride antimicrobial, designed to fight odour-causing bacteria in sweat. Participants wore the

bisymmetrical shirts when exercising, then washed them after each workout.

For the research, the underarms were cut from each T-shirt. The washed and unwashed versions were analyzed for bacterial counts. Using high-tech methods—gas chromatography and mass spectrometry—in Harynuk's lab, the odorous molecules were also examined.

The compounds in the sweat were separated and analyzed, with individual molecules being identified. The analysis revealed between 1,000 and 2,000 compounds in the odour profiles of each shirt.

Though he is more used to working in the fields of petroleum and forensics, Harynuk tackled the T-shirt project with no qualms.

"It sounded neat. A lot of our lab work is more on the theoretical side of data interpretation. Here, we had to think about sample preparation and other hands-on procedures, and this project had a definite real-world application that is interesting to our students and shows how science is used to solve problems," Harynuk said.

The detailed analysis of the shirts may ultimately lead to bigger findings, he added.

"We may find ways to target compounds in the process of designing textiles that don't retain certain odour-causing molecules."

Their research showed that, for less reek in workout gear, cotton is better than polyester. The experiment also revealed that the T-shirts treated with the antimicrobial finish were not effective in cutting body odour.

"Fabric options vary for workout clothing, but for anyone concerned about body odour, cotton would be a preferable choice," said McQueen.

"Ultimately, the ideal is to find a formula for an odour-resistant textile that can be washed less frequently between workouts, resulting in a more sustainable garment," she said.

The challenge is in changing the perception of soiled clothing, she noted.

"An item may not look dirty, but it smells dirty when people do the 'sniff test.'"

She added, "If clothing didn't look or smell soiled, people might be willing to wear something more than once or twice before throwing it in the laundry—which would really be better for the environment." ■

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news [shorts]

folio presents a sample of some of the stories that recently appeared on the [ualberta.ca news](http://ualberta.ca/news) page. To read more, go to www.news.ualberta.ca.

Natural substance may enhance exercise benefits

Jason Dyck, senior scholar with Alberta Innovates – Health Solutions and the director of the Cardiovascular Research Centre, and his team found that high doses of the natural compound resveratrol improved physical performance, heart function and muscle strength in lab models. “We were excited when we saw that resveratrol showed results similar to what you would see from extensive endurance exercise training,” said Dyck, a researcher in the departments of pediatrics and pharmacology. “We immediately saw the potential for this and thought that we identified improved exercise performance in a pill.” Dyck and his team will soon start starting testing resveratrol on diabetic patients with heart failure to see whether the natural compound can improve their heart function. The 10-week study is expected to start within the next few months. “I think resveratrol could help patient populations who want to exercise but are physically incapable. Resveratrol could mimic exercise for them or improve the benefits of the modest amount of exercise that they can do,” said Dyck. “It is very satisfying to progress from basic research in a lab to testing in people, in a short period of time.” The research was funded by the Canadian Institutes of Health Research.

Breaking bullying behaviour

The Teasing and Bullying Unacceptable Behaviour (TAB) program is taught provincewide to students in grades 3 to 6 to reduce teasing and bullying directed at children with differences—particularly children who stutter. A new study by program creator and U of A professor Marilyn Langevin shows the program is getting bullies, victims and bystanders to recognize bullying behaviour and deem it unacceptable. Previous studies have shown that children who stutter are at three times greater risk of being bullied at school than peers who speak fluently. “It’s the children who don’t know someone who stutters that generally have more negative attitudes toward kids who stutter,” said Langevin, acting executive director and director of research at the Institute for Stuttering Treatment and Research (ISTAR) in the Faculty of Rehabilitation Medicine. “We’re very pleased to see this group had the highest change scores since they’re the group we wanted to target.” Children surveyed were also more likely to take a dim view of such behaviour after completing the TAB program, and had more knowledge of appropriate ways to respond. The survey also showed that children who bullied were most resistant to the TAB program itself, compared with victims and “dually involved” students—those who have bullied but have also been bullied. Those results make sense because kids who bully can lose social status if their peers recognize such behaviour is unacceptable, Langevin said. “There was a subset of children who bully who were saying, ‘I didn’t realize I was hurting my friend or my sister,’ and there was an indication that they were wanting to change.”

Research sheds light on ER mental health visits

Medical researchers from the University of Alberta who reviewed pediatric visits to emergency departments over six years discovered that those most apt to seek help for mental health concerns were First Nations children and kids from low-income families. “These findings can help us ask more pointed questions in terms of what we can do for these children,” said Amanda Newton, a researcher in the pediatrics department. “It does make you wonder what these children are not getting on a regular basis from the community, and what circumstances lead up to an emergency department visit.” Newton and her team, colleagues in Ottawa and Halifax, as well as Rhonda Rosychuk, also in the Department of Pediatrics, and Kathryn Dong from the Department of Emergency Medicine, reviewed pediatric visits to emergency departments in 104 Alberta hospitals between 2002 to 2008, which amounted to more than 30,000 visits by nearly 21,000 children. Although First Nations children comprised six per cent of the province’s pediatric population at that time, they accounted for nearly 14 per cent of the pediatric ER visits for mental health concerns. Children from low-income families comprised 17 per cent of Alberta’s pediatric population, but accounted for more than 25 per cent of the pediatric visits to emergency departments for mental health care. The research also revealed that it took an average of 79 days before First Nations children received followup care with a physician after their emergency department visits. “I think some of them are falling through the cracks, but I don’t think there’s one reason for that,” said Newton. “It could be health-care system issues, a lack of access to specialized services, not knowing where to go for care, or family factors such as a reluctance to talk about mental health issues, which can then escalate to a crisis situation.” The research was funded by the Canadian Institutes of Health Research.

U of A Press has impressive showing at book awards

Michael Brown

The University of Alberta Press had a hand in four award-winning projects at the 2012 Alberta Book Awards announced June 9 in Calgary, while a rich collection of stories of Aboriginal women who helped shape Western Canada took top scholarly prize. Sarah Carter, professor in the Department of History and Classics, and Patricia McCormack, professor in the Faculty of Native Studies, won the Scholarly and Academic Book Award for

Recollecting: Lives of Aboriginal Women of the Canadian Northwest and Borderlands (Athabasca Press). “This important work examines the place of Aboriginal women in the early days of First Nations-European contact, a subject that is only recently being discussed,” wrote the adjudicators. “Although it is a scholarly work, it is easy to read, accessible and has illustrations, which clearly enhance the book’s focus and helps the narrative.” Meanwhile, books published by the U of A Press had an impressive night, beginning with M. Ann Hall’s *The Grads Are Playing Tonight!*, which won the Trade Non-Fiction Book of the Year Award. Hall, a professor emeritus in the Faculty of Physical Education and Recreation, recounted the

25-year run put together by the all-but-invincible Edmonton Grads women’s basketball team, which lost only 20 times in more than 400 games, many of them international, between 1915 and 1940. “A story within many stories, *The Grads Are Playing Tonight!* reaffirms a city is more than a place on the map—it is the people who live there and make it home,” wrote the jury. “*The Grads Are Playing Tonight!* will continue to play itself out in readers’ heads long after they shut its covers.” With the help of the U of A Press, Alice Major, Edmonton’s first poet laureate, took home the Wilfrid Eggleston Award for Non-Fiction for her book, *Intersecting Sets*, which sheds light on why and how human beings create poems, challenging some of the mantras of postmodern thought in the process. “For the elegance and precision of its language, the encyclopedic reach of its knowledge, and the daring of its thought,



this book is a winner,” wrote the jury. “Measured against the writer’s intentions and the pleasure it offers to readers, this book is practically perfect.”

Susan McCaslin, a B.C. writer who published her book, *Demeter Goes Skydiving*, with the U of A Press, won the inaugural Robert Kroetsch Award for Poetry. Peter Midgley, senior editor with the U of A Press, took home the Lois Hole Award for Editorial Excellence for his work with *The Man in Blue Pyjamas*, poet and journalist Jalal Barzanji’s memoir about his time imprisoned and tortured under Saddam Hussein’s regime. “His consultative approach with the author sought to clarify and elaborate a work complicated by the



fragility of memory and translation,” wrote adjudicators. “The edit resolved complex language issues and delivered compelling detail, aware of the ‘challenge not simply to rewrite, but to ... allow the author to do the work.’” “It is a particular thrill to work with outstanding authors and to publish award-winning books,” said Linda Cameron, director of the U of A Press. “Each book is unique and tells a different story; each author is an individual who brings a wealth of knowledge and experience to the storytelling task.” ■

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Summer research program shows potential has no bounds

Michael Brown

Where and when a person's potential is unleashed depends on a host of factors, but among the most important is opportunity.

Two years ago, Danny Huang was a bright high-school student brimming with promise, when opportunity came knocking in the form of the University of Alberta's Heritage Youth Researcher Summer Program. Funded by Alberta Innovates – Health Solutions, the program gives dozens of Alberta high-school students a summer internship in a U of A laboratory setting, performing real-world research.

Huang landed in Sujata Persad's pediatric oncology lab, where he ended up spending two years on a study that identified a mechanism by which a sugar attaches to a potent cancer-promoting protein after that protein is synthesized—a mechanism that may suppress prostate cancer.

His work on the project saw him present at numerous local, provincial and national conferences and competitions, including the Canada-Wide Science Fair, where his research was awarded Best in Fair, Gold Medal in Category and Platinum Award. He was also chosen as one of 90 finalists at the worldwide Google Science Fair.

Huang also co-wrote a chapter published in the peer-reviewed textbook, *Prostate Cancer: From Bench to Bedside*.

“At the U of A there are endless possibilities that emerge here; I like the exciting programs constantly offered, and the learning atmosphere it fosters.”

Danny Huang

“This was a collaborative effort with not only Dr. Persad, but also the grad students and lab technicians, and it feels good to know that I was able to play an integral role in the project,” said Huang, who has recently finished up his first year in biological sciences and is looking toward a career as a clinical scientist. “The gratification that emerges from being a part of a team that does top-notch research is both fulfilling and motivating.”

He added, “The U of A has been instrumental to my successes. My work would not have been possible if not for the support of the Persad Laboratory.”

His successes in the laboratory and at science fairs tell only part

of the story. On June 7, Huang was named one of Canada's Top 20 Under Twenty by Youth in Motion, a national organization designed to develop and implement dynamic programs for youth. The award honours young Canadians who are under the age of 20 and have demonstrated significant levels of innovation, leadership and achievement.

During his time as a research student at the pediatric oncology lab, Huang co-founded TeamUP Science, which established three science programs aimed to inspire under-represented youth in academic and scientific discovery.

Then, while participating in the Canada-Wide Science Fair in

Toronto last April, Huang talked to some of his peers and found that many of them were active in the Kids Help Phone.

“As a result, I saw this as an opportunity to augment mental health awareness back at home, so I pitched the idea of forming a students' association to the local Kids Help Phone director,” he said.

Today, Huang is part of a team that works with the Edmonton Kids Help Phone to raise funds and spotlight the importance of mental health education.

“At the U of A there are endless possibilities that emerge here; I like the exciting programs constantly offered, and the learning atmosphere it fosters,” he said. ■



Danny Huang's summer internship in a U of A laboratory led to a two-year cancer research project and a string of awards at a national science fair.

Lifelong learning engages students and instructors

Folio Staff

Margaret-Ann Armour, associate dean (diversity) in the Faculty of Science, has won many awards for her work and advocacy in improving the situation of Canadian women in science and technology.

And although her focus is largely on creating opportunities for youth, Armour says there is something rewarding about teaching people over 50, because of their sheer enthusiasm for learning. For the last five years, Armour has been a popular instructor for the Edmonton Lifelong Learners Association (ELLA), which offers more than 30 non-credit courses, from art and photography to history and science classes, each May to about 400 students in the Education Centre.

“It's just wonderful,” Armour says of the three-week program. “There are usually about 50 people in my class. I sometimes tell them I'd like to put them in a first-year chemistry class to show students what engagement in a course really means.”

ELLA's roots date back to 1972, when the Faculty of Extension began offering an annual spring program for adults aged 50 and over. In 2001, when it appeared that budget constraints would force the faculty to terminate the spring sessions, the students stepped up. The volunteer-driven ELLA now runs the program in partnership with the university.

“We do all the work in terms of organization and planning and actually running events,” said Ted Snow, ELLA volunteer. “The university provides the facility and hires the instructors.”

Over the last two years, the popularity of the courses has pushed enrolment by 60 per cent, from 266 participants registered in 2010 to 425 this past May.

“One of the big reasons for all the growth is that we are able to bring in at least a dozen new instructors each year, so there is always something new and exciting,” said Snow. “It's important for students to have exposure to new ideas, new ways of thinking and new topics.”

ELLA is always seeking high-quality instructors. The courses are non-credit, with no exams or required homework. The 70-minute classes run Monday to Friday for the first three weeks in May. Instructors receive \$1,250 per course. The volunteer Program Development Committee has already begun its search for instructors for ELLA's May 2013 program. Any instructors who would be interested in teaching for ELLA are encouraged to call 780-492-5055 or email exella@ualberta.ca.

“It's nice to continue to serve this category of student, which is very important to the university,” said Snow. “We find people are appreciative of the opportunity to have access to highly qualified instructors.” ■

New pay cycle implemented to find savings, better service

Michael Brown

On July 1, the university will be moving all non-academic staff, graduate students and post-doctoral fellows who are paid monthly or biweekly to the new semi-monthly pay cycle.

Wayne Patterson, director of Human Resource Operations, says by combining these various groups into one semi-monthly pay cycle, the university is able to increase its services to its employees while saving the university some money.

Patterson explains that because of the time needed for departments and Payroll Operations to correctly process transactions—everything from

paperwork for new hires, overtime and pay rate changes to vacations—the payroll cut-off that departments must adhere to is currently very early each calendar month. As a result, changes that affect the employee in the last two-thirds of the month cannot be accurately reflected in that month's pay. Each year, this leads to thousands of employees and students requiring special off-

“The new pay cycle allows us to pay employees more often and more accurately than they are paid today.”

Wayne Patterson

cycle payments and paper paycheques to ensure that they can get paid for the time they have worked or to correctly process adjustments to pay.

“The new pay cycle allows us to pay employees more often and more accurately than they are paid today and we can sever the process of using off-cycle cheques,” he said.

Patterson says it costs \$90 to produce an off-cycle cheque, and the university spent about \$775,000 last year to produce them.

With the July 1 changeover, Patterson says, the first of the twice-monthly pay periods will cover the first to the 15th of each month to be paid out on the 25th of each month, and the second pay period will cover days worked from the 16th to the end of the month, with payment coming on the 10th of the following month. He adds if either of those days falls on a non-banking day, the date of pay will be moved forward to the previous banking day.

“The new pay cycle will help us become more efficient and help us reduce some of the processing issues we've had,” he said. “Employees will be paid more frequently and new employees will be paid sooner.”

To accommodate people who need time to transition away from the monthly payment schedule, Human Resource Services offered a cash advance to be paid out July 25. For more information on the new pay cycle, go to www.se2.ualberta.ca. ■

talks & events

Talks & Events listings do not accept submissions via fax, mail, email or phone. Please enter events you'd like to appear in folio and at www.news.ualberta.ca/events. A more comprehensive list of events is available online at www.events.ualberta.ca. Deadline: noon one week prior to publication. Entries will be edited for style and length.

UNTIL JULY 14

China's Imperial Modern: The Painter's Craft. Do not miss this exciting new exhibition from the U of A Museums highlighting objects and artworks from the MacTaggart Art Collection. Through consideration of ink paintings, wood-block printed books, sketchbooks, and artist's tools such as inkstones and inksticks, The Painter's Craft asks how modern ways of making pictures—from mechanical copying to creative appropriation—emerged from the ink painter's studio and contributed to the crafting of everyday life in China during the imperial era. TELUS Centre.

UNTIL JULY 31

Charles Dickens (1812-1870): From Whom We Have Great Expectations. Monday–Friday, Noon–4:30 p.m. Bruce Peel Special Collections Library, B7 Rutherford South.

UNTIL JUNE 29

THE SUBLIME. Class exhibition of ART 439/539; Maria Madacky, instructor.

UNTIL JULY 14

Quotationalism @ FAB Gallery. Featuring artworks from BFA and MFA students in the Department of Art & Design, Quotationalism is an artistic response to and redefinition of the objects on view in the U of A Museums exhibition China's Imperial Modern: The Painter's Craft. 1-1 Fine Arts Building

JUNE 26

Career Centre Seminar - Dear Employer... How do I write better work search letters? Learn how to effectively write, format and target your cover letters, networking letters and followup letters. To view other seminar topics, please visit www.caps.ualberta.ca/ead. 12:15–1 p.m. HUB Career Centre.

JUNE 27

Educated Gardener – What Grows Here? Join us at Devonian Botanic Garden along with Senior Horticulturist Barry Greig and Master Gardener Program Coordinator Justine Jenkins-Crumb, who will expand your

knowledge of herbs and perennials through a fun hands-on workshop. Learn what grows well in Zone 3a, find out about planting procedures and get tips on plant care. 6–9 p.m. Devonian Botanic Garden.

UNTIL SEPT. 30

Sam Steele: The Journey of a Canadian Hero. This is the much-anticipated public presentation of the Sir Samuel Steele Collection. Steele was an iconic and influential leader who was instrumental in policing Western Canada and the Yukon and participated in many of Canada's most historic military campaigns. For the first time, visitors will have the opportunity to view the personal photographs, letters and diaries of this iconic Canadian, brought to life through video re-enactments, a 100-foot timeline of his life and travels, and an engaging audio tour. Admission \$7 adults, \$5 seniors (55+), \$5 students (w/ID), \$5 children (six-18), \$20 family. Enterprise Square.

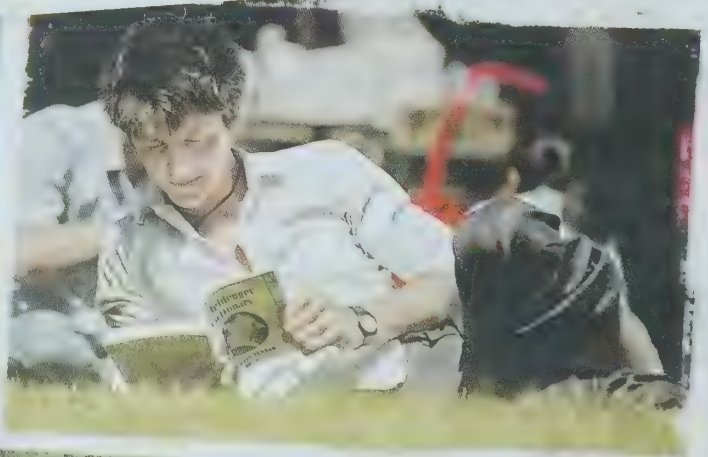
PICNIC PERFECT



the *BackPage*

by JOHN ULAN

With nary a cloud in the sky, the President's Staff Appreciation Picnic held in Quad June 14 brought together non-academic staff from the furthest reaches of the University for a lunch hour of good food and good friends, and a giant "thank you" from senior administrators for another good year.





UNIVERSITY OF ALBERTA FACULTY OF EXTENSION

CONTINUING STUDIES | PROFESSIONAL DEVELOPMENT | LIFELONG LEARNING

1912
2012



COURSE GUIDE FALL 2012

Since 1912, Extension has reached beyond the traditional campus to serve as a bridge between the community and the University of Alberta. Our Faculty and staff are committed to providing lifelong learning activities that encourage and promote leadership, discovery, reflection, communication and service.

Beyond the classroom, the Faculty of Extension is a downtown hub of research in the fields of university-community engagement, regional development, governance, children, youth and families, second language acquisition, public alerting, and communications and technology.

780.492.3109 or 780.492.3116
www.extension.ualberta.ca

Whether you want to reach beyond your current skills on the job, or get more out of life in your leisure time, Extension can be your personal bridge to a lifetime of learning opportunities. Whether it's a seminar or short course, a Certificate Program, or even a post-graduate degree in Communications and Technology, we know you'll find the time and effort well-spent.

Most of our programs and classes do not require a degree or previous post-secondary education — just a desire to learn and to explore the possibilities of a commitment to lifelong learning.

Management Development Certificate Program

Organizations today count on people to excel at decision making, problem solving, motivation and strategic planning. This certificate program will help you acquire practical knowledge in functional areas such as human resources management, financial management, marketing, strategy and operations. You will gain knowledge and skills that will enhance your managerial competencies and advanced theory and concepts that will strengthen your leadership potential. You will learn from instructors who know their business—people who have faced the challenges you face to excel in their fields. This is quality classroom time packed with inside information, practical advice and excellent instruction.

There is also the opportunity for students who wish to specialize in the Management Development Certificate for Professional Engineers, Geologists and Geophysicists or the Management Development Certificate for Police Services. Please visit our web-site for complete details.

Courses are also eligible for exemption towards various professional designations such as the Certified Management Accountant (CMA), Canadian Institute of Management (CIM) and the Insurance Institute of Canada (FCIP).

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

780.492.3027

website: www.extension.ualberta.ca/management
email: managementprog@ualberta.ca

Fall Term 2012

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5566	FA1	Commercial Law	R	13 eve	Sept 13 \$575
EXMGT	5678	FA1	Directing and Managing Organizational Change	T	13 eve	Sept 11 \$575
EXMGT	5596	FA1	Human Resources Foundations	R	13 eve	Sept 13 \$575
EXMGT	5596	FA2	Human Resources Foundations	FSDR	*	Oct 19 \$575
EXMGT	5576	FA1	Interpersonal Communications in Business	T	13 eve	Sept 11 \$575
EXMGT	5577	FA1	Introduction to Management	T	13 eve	Sept 11 \$575
EXMGT	5577	FA2	Introduction to Management	FSDR	*	Oct 12 \$575
EXMGT	5578	FA1	Introduction to Managerial Economics	R	13 eve	Sept 13 \$575
EXMGT	5579	FA1	Introductory Financial Accounting	M	12 eve	Sept 10 \$575
EXMGT	5585	FA1	Microeconomics	R	13 eve	Sept 13 \$575
EXMGT	5581	FA1	Management Accounting	W	13 eve	Sept 12 \$575
EXMGT	5587	FA1	Organizational Behaviour	R	13 eve	Sept 13 \$575
EXMGT	5587	FA2	Organizational Behaviour	FSDR	*	Oct 12 \$575
EXMGT	5587	FA3	Organizational Behaviour	FSDR	*	Nov 2 \$575
EXMGT	5587	FA4	Organizational Behaviour	online		Sept 11 \$675
EXMGT	5682	FA1	Strategic Management	FSDR	*	Nov 16 \$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Call for details

Human Resources Management Certificate Program

Managing employees is critical to any organizations success. Learn how to plan for the needs of your organization and gain a greater understanding of issues in this field. Improve and enhance your practical skills that directly apply to the day-to-day operation of the human resources role. This program is invaluable for those working in human resources, as well as those working in or aspiring to a supervisory role.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

780.492.3027

website: www.extension.ualberta.ca/hrm
email: managementprog@ualberta.ca

Fall Term 2012

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5678	FA1	Directing and Managing Organizational Change	T	13 eve	Sept 11 \$575
EXMGT	5596	FA2	Human Resources Foundations	FSDR	*	Oct 19 \$575
EXMGT	5596	FA1	Human Resources Foundations	R	13 eve	Sept 13 \$575
EXMGT	5576	FA1	Interpersonal Communications in Business	T	13 eve	Sept 11 \$575
EXMGT	5577	FA1	Introduction to Management	T	13 eve	Sept 11 \$575
EXMGT	5577	FA2	Introduction to Management	FSDR	*	Oct 12 \$575
EXMGT	5578	FA1	Introduction to Managerial Economics	R	13 eve	Sept 13 \$575
EXMGT	5605	FA1	Issues and Trends in Total Compensation	T	13 eve	Sept 11 \$575
EXMGT	5599	FA1	Labour and Employee Relations	W	13 eve	Sept 12 \$575
EXMGT	5585	FA1	Microeconomics	R	13 eve	Sept 13 \$575
EXMGT	5587	FA1	Organizational Behaviour	R	13 eve	Sept 13 \$575
EXMGT	5587	FA2	Organizational Behaviour	FSDR	*	Oct 12 \$575
EXMGT	5587	FA3	Organizational Behaviour	FSDR	*	Nov 2 \$575
EXMGT	5587	FA4	Organizational Behaviour	online		Sept 11 \$675
EXMGT	5602	FA1	Techniques of Interviewing	FSDR	*	Nov 2 \$575
EXMGT	5603	FA1	Managing Performance through Training and Development	S	7 days	Sept 8 \$575
EXOS	4620	FA1	Introduction to Health and Safety Systems	TR		Nov 1 \$575
EXOS	4620	FA3	Introduction to Health and Safety Systems	TWRF		Oct 9 \$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Call for details

Find out more about these Management Programs

Wednesday, June 20:
Noon - 1:00 pm, Room 2-926
Tuesday, August 28:
6:00 - 7:00 pm, Room 2-926

All sessions held in Enterprise Square, 10230 Jasper Avenue, Edmonton

Information Technology Management Certificate Program

Keep pace with the rate of change in the information systems industry and learn how to anticipate future developments and trends.

Based on an understanding that organizational effectiveness depends on how managers acquire, organize and use information, this program has been developed in consultation with information technology practitioners, business managers, and industry experts. It provides systems and business professionals with the latest knowledge and expertise in the area of information technology management.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

780.492.3027

website: www.extension.ualberta.ca/itm
email: managementprog@ualberta.ca

Fall Term 2012

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5678	FA1 Directing and Managing Organizational Change	T	13 eve	Sept 11	\$575
EXMGT	5611	FA1 Business Case Management	W	13 eve	Sept 12	\$575
EXMGT	5614	FA1 Information Technology Concepts	T	13 eve	Sept 11	\$575
EXMGT	5576	FA1 Interpersonal Communications in Business	T	13 eve	Sept 11	\$575
EXMGT	5577	FA1 Introduction to Management	T	13 eve	Sept 11	\$575
EXMGT	5577	FA2 Introduction to Management	FSDR	*	Oct 12	\$575
EXMGT	5617	FA1 Strategic Planning for Information Technology Management	R	13 eve	Sept 13	\$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Call for details

Risk and Insurance Management

Risk Management is the fast-growing discipline of management dealing with the handling of losses which can seriously affect an organization's normal operation. Courses are offered in cooperation with Risk and Insurance Management Society. The Faculty of Extension also offers courses that lead towards the FCIP (Fellow Chartered Insurance Professional offered through the Insurance Institute of Canada.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

780.492.3027

website: www.extension.ualberta.ca/iic
email: managementprog@ualberta.ca

Fall Term 2012

subject	catalog #	section	day(s)	duration	starts	cost
EXIIC	5626	FA1 Risk Management Process	W	13 eve	Sept 12	\$575
EXIIC	5627	FA1 Torts	R	13 eve	Sept 13	\$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Find out more
about Purchasing
Management

Monday, June 18:
Noon - 1:00 pm, Room 2-958
Tuesday, August 28:
6:00 - 7:00 pm, Room 2-925

All sessions held in Enterprise
Square, 10230 Jasper Avenue,
Edmonton

Purchasing Management

Offered in cooperation with the Purchasing Management Association of Canada, learn the fundamentals of procurement, transportation, logistics and operations. For further information please visit our web-site.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

780.492.3027

website: www.extension.ualberta.ca/study/management/supplymanagement
email: managementprog@ualberta.ca

Fall Term 2012

subject	catalog #	section	day(s)	duration	starts	cost
EXPMAC	5633	FA1 Introduction to Transportation	W	13 eve	Sept 12	\$625
EXPMAC	5635	FA1 Introduction to Operations Management	R	13 eve	Sept 13	\$625
EXPMAC	5695	FA1 Introduction to Contract Law	MT	2 days	Sept 24	\$615
EXPMAC	5632	FA1 Introduction to Procurement	SD	3 wk	Sept 29	\$625
EXPMAC	5697	FA1 Introduction to Marketing	SD	2 days	Oct 20	\$615
EXPMAC	5634	FA1 Introduction to Logistics	SD	3 wk	Nov 3	\$625
EXPMAC	5696	FA1 Introduction to Accounting and Finance	SD	2 days	Nov 24	\$615
EXPMAC	5698	FA1 Introduction to Business Planning	MT	2 days	Nov 26	\$615

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday



Professional Associations providing Additional Accreditation

Many of the courses offered in Management Certificate Programs can be used to receive recognition from many respected and valued professional associations. Professional designations in such areas as accounting, purchasing, management, risk and insurance, and human resources can be completed by taking courses through the University of Alberta. For a complete listing of partnered professional associations please call 780.492.3027 or check our website at www.extension.ualberta.ca/management.

780.492.3027

website: www.extension.ualberta.ca/management
email: managementprog@ualberta.ca

NEW Citation in Entrepreneurship

Examine the entrepreneurial process and examine the important factors to consider when starting your own business. This compact but comprehensive program will help get you started in understanding the process of exploring new business ideas and opportunities. From developing a business plan to legal considerations, learn the skills you will need to succeed with your new venture.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

2012 – 2013							
subject	catalog #	section		day(s)	duration	starts	cost
EXMGT	5510	FA1	Fundamentals of Entrepreneurship	W	13 eve	Sept 12	\$575
EXMGT	5511	WI1	Evaluating a Business Opportunity	R	12 eve	Jan 7	\$575
EXMGT	5512	SP1	Starting a New Venture	T	12 eve	Apr 9	\$575
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday							

780.492.3027

website: www.extension.ualberta.ca/study/management
email: managementprog@ualberta.ca

Business Analysis Professional Citation Program

Business Analysts are in demand! Business Analysis is the set of tasks, knowledge, and techniques required to identify business needs and determine solutions for business problems. This program will be of interest to Business and Project Managers who seek solutions for process improvement and organizational changes as well as System Analysts who need to bridge the gap between business processes and technical requirements.

The program curriculum is endorsed by the International Institute of Business Analysis (IIBA). The IIBA is an international not-for-profit professional association for business analysis professionals that develops and maintains standards for the practice of business analysis and for the certification of practitioners.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

Fall Term 2012							
subject	catalog #	section		day(s)	duration	starts	cost
EXBA	5687	FA1	Introduction to Business Analysis	MTW	3 days	Sept 10	\$875
EXBA	5687	FA2	Introduction to Business Analysis	FS	2 wk	Sept 14	\$875
EXBA	5688	FA1	Understanding and Gathering Requirements	MT	2 days	Oct 1	\$675
EXBA	5688	FA2	Understanding and Gathering Requirements	SD	1 wk	Oct 20	\$675
EXBA	5689	FA1	Analyzing Information, Processes and Workflow	MTW	3 days	Oct 22	\$875
EXBA	5689	FA2	Analyzing Information, Processes and Workflow	FS	2 wk	Nov 16	\$875
EXBA	5690	FA1	Communication Success Factors	MT	2 days	Nov 19	\$675
EXBA	5691	FA1	Solutions Design and Testing	MTW	3 days	Dec 10	\$875
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday							

780.492.5066

website: www.extension.ualberta.ca/study/management/ba
email: managementprog@ualberta.ca

IIBA™ Endorsed Education Provider



Find out more about the Business Analysis Professional Citation

Wednesday, June 20:
Noon - 1:00 pm, Room 2-958
Tuesday, August 28:
7:30 - 8:30 pm, Room 2-926

All sessions held in Enterprise Square, 10230 Jasper Avenue, Edmonton

Supervisory Development Citation Program

Our Supervisory Development Citation Program provides the up-to-date information and advice you need to become an effective leader in your work environment. Whether you already supervise staff or are planning to move your career in that direction, you will benefit from this practical program that focuses on the key areas of leadership.

- Core Courses
- Principles of Supervision (15 hours)

The Supervisor as a Trainer (15 hours)

Interpersonal Communications (15 hours)

Interviewing Techniques for Supervisors (15 hours)

Creating Effective Work Groups (15 hours)

Supervisory Summation (15 hours)

- Elective Seminars (Choose one)
- Supervising in the Union Environment (15 hours)

The Law and the Supervisor (15 hours)

The program schedule is flexible, offering you a choice of classes to choose from. To graduate, you will complete the six core courses and one elective. Corporate discounts are available for organizations enrolling more than three people at one time in any one seminar.

780.492.5066

website: www.extension.ualberta.ca/study/management/sd
email: managementprog@ualberta.ca

Key Leadership Skills

subject	catalog #	section	day(s)	duration	starts	cost
EXSDP	5310	FA1	Principles of Supervision	2 days	MT	Sept 17 \$435
EXSDP	5310	FA2	Principles of Supervision	2 days	RF	Sept 20 \$435
EXSDP	5312	FA1	Creating Effective Work Groups	2 days	RF	Sept 27 \$415
EXSDP	5311	FA1	Interpersonal Communications	2 days	MT	Oct 1 \$415
EXSDP	5313	FA1	The Supervisor as a Trainer	2 days	RF	Oct 11 \$415
EXSDP	5314	FA1	Interviewing Techniques for Supervisors	2 days	RF	Oct 18 \$415
EXSDP	5315	FA1	Supervising in the Union Environment	2 days	MT	Oct 22 \$415
EXSDP	5316	FA1	The Law and the Supervisor	2 days	RF	Oct 25 \$415
EXSDP	5311	FA2	Interpersonal Communications	2 days	RF	Nov 1 \$415
EXSDP	5312	FA2	Creating Effective Work Groups	2 days	RF	Nov 8 \$415
EXSDP	5313	FA2	The Supervisor as a Trainer	2 days	RF	Nov 15 \$415
EXSDP	5314	FA2	Interviewing Techniques for Supervisors	2 days	RF	Nov 22 \$415
EXSDP	5317	FA1	Supervisory Summation	2 days	RF	Nov 29 \$415

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Professional Development Series*

As a professional, you are always looking for ways to further your career and education and bridge your current learning into future opportunities.

In today's global work world, professionals at all levels are finding that continually enhancing knowledge and expertise is a powerful way to increase your competitive edge as well as contribute towards the positive enrichment of your corporation's culture and operations. The Faculty of Extension's Professional Development Series* allows you to specialize in areas of specific interest to enhance your skills and knowledge in a targeted subject area. Each specialization will provide approximately 50 hours of study and upon completion participants will receive recognition of their accomplishment.

Students may focus on the following specializations:

- Business Analysis*

• Workplace Communication*

• Conflict Resolution*
- Financial Management*

• Management Bootcamp*

• Workplace Coaching*

* For the complete listing of program requirements please visit our website at: www.extension.ualberta.ca/developmentseries

We are committed to help you achieve your personal and professional goals.

Business Seminars

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

Management Seminars

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	5419	FA1	GMAT Test Preparation Course	9 eve	W	Sept 12 \$885*
EXGEN	5353	FA1	Basic Accounting for Nonaccountants	6 eve	6M	Sept 24 \$465*
EXGEN	5369	FA1	Managing Your Time	1 day	F	Sept 28 \$375*
EXGEN	5418	FA1	Win-Win Collaboration	2 days	MT	Oct 15 \$465*
EXGEN	5421	FA1	Take This Job And...Love It!	1 day	F	Oct 19 \$375*
EXGEN	5426	FA1	Building Organizational Collaboration and Trust	1 day	M	Oct 22 \$375*
EXGEN	5432	FA1	Workplace Presentation Skills	2 days	2T	Oct 23 \$465*
EXGEN	5430	FA1	The Art of Business Relationships	2 days	MT	Nov 5 \$465*
EXGEN	5360	FA1	Finance for Nonfinancial Managers	2 days	WR	Nov 7 \$465*
EXGEN	5372	FA1	Mental Toughness: Training for Success	1 day	F	Nov 9 \$435*
EXGEN	5410	FA1	Coaching for Success	2 days	RF	Nov 22 \$465*
EXGEN	5422	FA1	Assertive Communication	1 day	F	Nov 23 \$375*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST.

Corporate discounts are available for organizations enrolling more than three people at one time in any one seminar. For more information, call 780.492.5066 or 780.492.8315.

Investments and Personal Finance

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	5375	FA1	Personal Investment Strategies	10 eve	T	Sept 11 \$395*
EXGEN	5390	WI1	The Art and Science of Investing	10 eve	T	Jan 15 \$395*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST.

780.492.5066

website: www.extension.ualberta.ca/study/management/sd
email: managementprog@ualberta.ca



Occupational Health and Safety

Concern for the promotion of health and safety in the workplace is increasing among workers and employers across all industries. Consequently, the demand for occupational health and safety professionals is also increasing. This certificate program is designed to help practitioners from many different backgrounds develop the competencies needed to be effective in the development, implementation, and evaluation of occupational health and safety programs and systems in a wide variety of occupational settings.

The program consists of 6 core courses, 78 hours of core elective courses and 35 hours of elective enrichment seminars.

The University of Alberta's Occupational Health and Safety Certificate Program is also offered at the following affiliate institutions: Keyano College (Fort McMurray), Red Deer College, Grande Prairie Regional College and Medicine Hat College.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

Find out more about Occupational Health & Safety Certificate

Monday, June 18:
Noon - 1:00 pm, Room 2-922
Tuesday, August 28:
6:00 - 7:00 pm, Room 2-922

All sessions held in Enterprise Square, 10230 Jasper Avenue, Edmonton

Calgary Info Extension

Thursday, June 14:
10:00 am - 12:00 pm, Room 2-922
Friday, August 3:
10:00 am - 12:00 pm, Room 2-922

For more information, contact:
Occupational Health and Safety
Extension Program
1-800-808-4784

780.492.3037
toll free: 1.800.808.4784
website: www.extension.ualberta.ca/ohs
email: ohs@ualberta.ca

Classes listed below will be held in Edmonton and Calgary.

Occupational Health and Safety – Edmonton							
subject	catalog #	section		day(s)	duration	starts	cost
CORE COURSES							
EXOS	4620	FA1	Introduction to Health and Safety Systems	TR	13 eve	Nov 1	\$575
EXOS	4620	FA2	Introduction to Health and Safety Systems	MTWR	4 days	Sept 17	\$575
EXOS	4621	FA1	Management of Health and Safety Systems	TR	13 eve	Sept 18	\$575
EXOS	4621	FA2	Management of Health and Safety Systems	SD	3 wk	Nov 3	\$575
EXOS	4622	FA1	Fundamentals of Occupational Hygiene	W	13 eve	Sept 12	\$575
EXOS	4622	FA2	Fundamentals of Occupational Hygiene	SD	3 wk	Oct 20	\$575
EXOS	4623	FA1	Applied Occupational Hygiene	TWRF	4 days	Sept 25	\$575
EXOS	4624	FA1	Health and Safety Legislation and Policy	WRF	3 days	Sept 12	\$575
EXMGT	5587	FA1	Organizational Behaviour	R	13 eve	Sept 13	\$575
EXMGT	5587	FA2	Organizational Behaviour	2 FSDR	**	Oct 12	\$575
EXMGT	5587	FA3	Organizational Behaviour	2 FSDR	**	Nov 2	\$575
ELECTIVE COURSES							
EXOS	4575	FA1	Fundamentals of Auditing	TWRF	4 days	Sept 18	\$575
EXOS	4609	FA1	Safety Hazard Recognition, Evaluation & Control	SD	2 wk	Sept 8	\$575
EXOS	4609	FA2	Safety Hazard Recognition, Evaluation & Control	TWRF	4 days	Nov 20	\$575
EXOS	4625	FA1	Risk Management and Communications	SD	2 wk	Dec 1	\$575
EXOS	4631	FA1	How To Be An Effective Safety Trainer	MTWR	4 days	Oct 15	\$575
EXMGT	5576	FA1	Interpersonal Communications in Business	T	13 eve	Sept 11	\$575
EXMGT	5603	FA1	Managing Performance through Training and Development	S	13 days	Sept 8	\$575
ENRICHMENT SEMINARS							
EXOS	4633	FA1	Accident Causation Theory	R	1 day	Oct 18	\$345
EXOS	4634	FA1	Avoiding a Wrong with Two Rights: Human Rights Vs. the Right to Safety	RF	2 days	Oct 25	\$445
EXOS	4603	FA1	Behaviour-Based Safety	SD	2 days	Dec 8	\$445
EXOS	4568	FA1	Emergency Management	MT	2 days	Oct 1	\$445
EXOS	4637	FA1	Human Factors in Safety	RF	2 days	Sept 20	\$445
EXOS	4579	FA1	Incident Investigation	MT	2 days	Oct 15	\$445
EXOS	4584	FA1	Managing Contractor Safety Performance	RF	2 days	Oct 18	\$445
EXOS	4629	FA1	Noise and Hearing Conservation	F	1 day	Oct 19	\$345
EXOS	4612	FA1	Safety Culture & Perception Surveys	F	1 day	Sept 28	\$345
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday							

Occupational Health and Safety - Calgary						
subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXOS	4620	FA3	Introduction to Health and Safety Systems	TWRF	4 days	Oct 9 \$575
EXOS	4621	FA3	Management of Health and Safety Systems	TWRF	4 days	Nov 20 \$575
EXOS	4622	FA3	Fundamentals of Occupational Hygiene	TWRF	4 days	Sept 25 \$575
EXOS	4623	FA2	Applied Occupational Hygiene	SD	3 wk	Oct 27 \$575
EXOS	4624	FA2	Health and Safety Legislation and Policy	WRF	3 days	Nov 14 \$575
ELECTIVE COURSES						
EXOS	4601	FA1	Fundamentals of Disability Management	TWRF	4 days	Oct 30 \$575
EXOS	4576	FA1	Fundamentals of Ergonomics	SD	2 wk	Dec 1 \$575
ENRICHMENT SEMINARS						
EXOS	4603	FA2	Behaviour-Based Safety	RF	2 days	Oct 11 \$445
EXOS	4560	FA1	Conflict and Confrontation	MT	2 days	Dec 10 \$445
EXOS	4572	FA1	Fall Protection	S	1 day	Sept 22 \$345
EXOS	4636	FA1	Fatigue Risk Management	S	1 day	Sept 8 \$345
EXOS	4574	FA1	Fire Safety Program	SD	2 days	Nov 3 \$445
EXOS	4628	FA1	Toxicology: Effects and Hazards	F	1 day	Dec 7 \$345
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday						

Occupational Health and Safety - Regina						
subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXOS	4622	FA4	Fundamentals of Occupational Hygiene	T	13 wks	Sept 13 \$675
EXMGT	5587	FA4	Organizational Behaviour		13 wks	Sept 10 \$675
EXOS	4621	FA4	Management of Health and Safety Systems		13 wks	Sept 10 \$675
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday						

Occupational Health and Safety - Saskatoon						
subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXGEN	4563	FA1	CRSP Examination Preparation Workshop	SD	2 days	Sept 22 \$695
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday						

Environmental Resource Management

- The Environmental Resource Management Certificate Program (ERM) is designed for:
- Individuals transitioning into the environmental field
 - Mid-level experienced professionals who want to enhance and update their skills and knowledge
 - Individuals who wish to achieve manager-level responsibilities in the field of environmental resource management
 - Individuals who wish to broaden their environmental skills
 - Individuals with experience in private organizations or public agencies dealing with natural resources or the environment.

The ERM certificate program provides training for professional development in private or public organizations. The aim is to increase familiarity and competence in understanding the dynamics of environmental resource management, the strategies and techniques of environmental planning and management, and the biological, physical, social, economic and institutional implications of resource decisions. Students also become familiar with various quantitative methods of analysis and aids to decision making. The ERM courses blend theory and practical exercises to help students develop the comprehensive set of skills and understanding the students' need to succeed. It offers a thorough background in air, water and soil processes, and environmental monitoring, biotechnology, instrumentation and experimental design.

Certified Canadian Environmental Practitioner

ERM Graduates are eligible to apply for the Canadian Certified Environmental Practitioner-in-Training designation, CEPIT, under CECAB's (The Canadian Environmental Certification Approvals Board) National Certification Program for Canadian Environmental Practitioners. The CEPIT certification is seen as a stepping stone to becoming a Canadian Certified Environmental Practitioner (CCEP). To apply for a CCEP, applicants must have a two or three year diploma or degree in addition to a minimum five years of Canadian environmental work experience.

For more information on CECAB, please go to www.cecab.org

Corporate Training: Contact us now to learn how we can help your organization meet its professional development and corporate training objectives.

780.492.5532 or 780.492.3158
website: www.extension.ualberta.ca/erm
email: erm@ualberta.ca

Fall Term 2012							
subject	catalog #	section		day(s)	duration	starts	cost
CORE COURSES							
EXERM	4252	FA1	Environmental Geology	TRS	8 eve/1S	Sept 11	\$565
EXERM	4250	FA1	Principles of Ecosystems	T	8 eve	Oct 9	\$565
EXERM	4260	FA1	Environmental Law	TWR	3 days	Nov 27	\$565
ELECTIVES							
EXERM	4274	FA1	Fundamental of GIS	TWR	3 days	Sept 25	\$565
EXERM	4301	FA1	Sustainable Development NEW	RFS	3 days	Dec 6	\$565
EXERM	4265	FA1	Applied Vegetative Reclamation	RFS	3 days	Oct 25	\$565
EXERM	4273	FA1	Environmental Stewardship	RFS	3 days	Nov 22	\$565
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday							
Courses are subject to change. Please visit our website at www.extension.ualberta.ca/erm for the most current information and to register online.							

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

Find out more
about Environmental
Resource Management

Tuesday, June 19:
Noon - 1:00 pm, Room 2-970
Tuesday, August 28:
7:30 - 8:30 pm, Room 2-938

All sessions held in Enterprise
Square, 10230 Jasper Avenue,
Edmonton

Construction Administration

How can you enter or advance in this exciting, high-growth field? This certificate provides the fundamental areas of construction administration. Develop and expand your managerial skills in courses developed and approved by U of A and accredited by *Canadian Construction Association for Gold Seal Accreditation*.

If you desire a career change in the construction field, this program will help you gain knowledge essential to success in the field. Or, if you work in the construction industry, design, project management, manufacturing and supply, development, or real estate, and are seeking the competitive edge to further your career, this certificate will greatly increase your competency, and ability to compete and advance. This program builds your understanding of the planning, technical, financial, and legal aspects of the construction business.

Corporate Training: Contact us now to learn how we can help your organization meet its professional development and corporate training objectives

Fall Term 2012							
subject	catalog #	section		day(s)	duration	starts	cost
EXCST	4203	FA1	Contract Law & Construction Documents (Core)	W	13 eve	Sept 12	\$565
EXCST	4204	FA1	Fundamentals of Project Management (Core)	F/S/M	4 days/2 eve	Sept 14	\$565
EXCST	4202	FA1	Construction Planning & Scheduling (Core)	T/S	7 eve/3S	Sept 18	\$565
EXCST	4217	FA1	Project Delivery (Elective)	RF	2 days	Sept 27	\$485
EXCST	4240	FA1	Construction Cost Control (Elective) NEW	F/S/M	4 days/2 eve	Nov 16	\$565
EXCST	4216	FA1	Fundamentals of Blueprint Reading (Elective)	RF	2 days	Nov 15	\$485
<hr/>							
LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
<hr/>							
Courses are subject to change. Please visit our website at www.extension.ualberta.ca/study/sciences/construction/ for the most current information and to register online.							

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

780.492.5532 or 780.492.3158
website: www.extension.ualberta.ca/cst
email: cst@ualberta.ca

Find out more
about Construction
Administration

Thursday, June 21:
Noon - 1:00 pm, Room 2-970
Tuesday, August 28:
6:00 - 7:00 pm, Room 2-938

All sessions held in Enterprise
Square, 10230 Jasper Avenue,
Edmonton

Visual Arts

“Art is not a thing; it is a way of life.” ~ Elbert Hubbard

Art expresses who we are, where we are going, where we have been, and what we might be. It compels us to engage our minds, think in new ways, and to use our most precious gift, our imagination.

Develop your imagination and creative expression with a solid grounding in the fundamentals of art through our Visual Arts courses. Offering studio instruction with professional artists, critique and practice, these courses help you build a portfolio reflective of your artistic vision and mastery.

Courses in Visual Arts can be taken towards a Visual Arts Certificate, as outlined below, or for general interest.

For a complete brochure on our courses, contact our program at 780.492.3034 or visit our website at www.extension.ualberta.ca/visualarts

Visual Arts Certificate

Our certificate program offers three streams to choose from – drawing, painting, and watercolour. Each stream is comprised of eight core courses (312 hours) plus 78 hours of elective courses and workshops.

Visual Arts Certificate Program students are required to be 17 or older and hold a high school diploma or equivalent. Certificate students must complete a program application form and provide a non-refundable application fee of \$75. Call 780.492.3034 to request a form.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

Scholarships Available

The Visual Arts Certificate Program has a number of scholarships available for certificate students upon application and recommendation by instructors.

780.492.3034

website: www.extension.ualberta.ca/visualarts
email: liberalstudies@ualberta.ca

Fall Term 2012

subject	catalog #	section	day(s)	duration	starts	cost
CORE CERTIFICATE COURSES						
EXART	3005	FA1	Drawing I **	M/S	12 eve/1 morn	Sept 10 \$435 *
EXART	3005	FA2	Drawing I **	R	13 eve	Sept 13 \$435 *
EXART	3005	FA3	Drawing I **	W	13 aftrn	Sept 12 \$435 *
EXART	3003	FA1	Visual Art & Design I	W	13 eve	Sept 12 \$435 *
EXART	3006	FA1	Drawing II	M/S	12 eve/1 morn	Sept 10 \$435 *
EXART	3002	FA1	Art History	R	13 eve	Sept 13 \$435 *
EXART	3525	FA1	Watercolour I	T	13 eve	Sept 11 \$435 *
EXART	3007	FA1	Life Drawing	F	13 eve	Sept 14 \$435 *
EXART	3260	FA1	Project Course			\$195*

ELECTIVE CERTIFICATE COURSES						
EXART	3901	FA1	NEW! Creative Portrait Painting	W	13 eve	Sept 12 \$435*
EXART	3529	FA1	Figure Painting I	D	11 morn/1 day	Sept 9 \$435*
EXART	3309	FA1	Introduction to Monotype Printmaking	T	7 eve	Oct 16 \$235*
EXART	3531	FA1	Developing A Sketchbook: Visual Thinking	T	7 eve	Sept 11 \$235*
EXART	3004	FA1	Visual Art & Design II	T	7 eve	Oct 30 \$235*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Note: Most afternoon classes are held from 1–4 pm, evening classes are held from 6:30–9:30 pm, and morning classes are held from 10 am–1 pm.

- * Some Visual Arts courses require additional art supplies or materials.
- ** Drawing is one of the cornerstones of art training and is recommended to students with no previous art experience.

• Please visit our website for course prerequisites: www.extension.ualberta.ca/visualarts

Program Changes!

New Name!

In order to more accurately represent the content of our courses, our program name has been updated from the Fine Arts Certificate Program to the Visual Arts Certificate Program.

New course length! New credit!

This Fall, Visual Arts course length will increase from 30 to 39 hours of instruction. This change will align Visual Arts courses with Residential Interiors courses to enable course credit transferability. In addition, students will now be graded on the final portion of the Certificate Program – the first portfolio review, Project Course and the final portfolio review. To learn more about these changes, please visit our program website www.extension.ualberta.ca/visualarts



Find out more about Visual Arts

Thursday, June 21:
Noon - 1:00 pm, Room 2-958
Tuesday, August 28:
6:00 - 7:00 pm, Room 2-958

All sessions held in Enterprise Square, 10230 Jasper Avenue, Edmonton



The University of Alberta presents

SUMMER
SHORT COURSE
IN PAINTING

Residential Interiors

"The best interiors make your heart pound." ~ Tony Fornacio

Do you have a passion for interior design? Do you notice special details: the way light falls through a window, how a doorway frames a view, why a certain shade or texture doesn't fit the feel of a room? Decorating a home is a form of creative expression, as are the visual arts of drawing and painting. If you like to make your living environment reflect who you are and if you have a flair for making a house a home, consider pursuing studies in residential interiors that can lead to a professional certificate.

Residential Interiors Certificate*

Requirement to complete: 351 credit hours (6 core and 3 elective courses)

This certificate, unique in Western Canada, is recognized as an excellent university-level program and incorporates the principles of visual arts, architecture, and business. Offering a balanced combination of theory, practice through applied exercises, and industry-specific instruction, this program will enhance your current practice or help you pursue a new career in residential interior decorating.

* While auditing for general interest is welcome, preference for admission will be granted to students enrolled in the Residential Interiors Certificate Program when courses are reaching maximum capacity.

Transfer of Residential Interiors Credits to Human Ecology Degree Program

Our Residential Interiors students can apply for admission to the U of A Human Ecology Degree Program. If accepted into that program, they may have core Residential Interiors credits apply toward a minor in interiors. For more information, visit www.extension.ualberta.ca/ri

Fall Term 2012							
subject	catalog #	section		day(s)	duration	starts	cost
CORE COURSES							
EXRI	4676	FA1	Introduction to Residential Interiors	R	13 eve	Sept 13	\$550*
EXRI	4676	FA2	Introduction to Residential Interiors	R	12 morn/1 eve	Sept 13	\$550*
EXRI	4677	FA1	Basic Drawing, Drafting, and Presentation	M	13 eve	Sept 10	\$550*
EXRI	4678	FA1	Colour Theory and Application	W/S	11 eve/1 day	Sept 12	\$550*
EXRI	4680	FA1	Products and Finishes	W	13 morn	Sept 12	\$550*
EXRI	4679	FA1	Space Planning	T	13 eve	Sept 11	\$550*
EXRI	4681	FA1	Business Practice	T	13 eve	Sept 11	\$550*
ELECTIVES							
EXRI	3510	FA1	Computer-Assisted Design I (CAD I)	R	13 eve	Sept 13	\$550*
EXRI	4682	FA1	History of Residential Furnishings	W	13 eve	Sept 12	\$550*
EXRI	4683	FA1	Building Construction	T	13 eve	Sept 11	\$550*
EXRI	3588	FA1	Green Design	M/S	12 eve/1 morn	Sept 10	\$550*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Note: Most morning classes are held from 9 am-noon, most afternoon classes are held from 1-4 pm, day classes are held from 9 am-4pm and most evening classes are held from 6:30-9:30 pm.

* Plus text and supplies

Additional electives will be offered in our winter and spring semesters.

780.492.3093

website: www.extension.ualberta.ca/ri
email: liberalstudies@ualberta.ca

Find out more
about Residential
Interiors

Tuesday, June 19:
Noon - 1:00 pm, Room 2-922
Tuesday, August 28:
7:30 - 8:30 pm, Room 2-922

All sessions held in Enterprise
Square, 10230 Jasper Avenue,
Edmonton

Humanities

"Culture is the widening of the mind and of the spirit." ~ Jawaharlal Nehru

Explore the arts and humanities to develop both your critical and creative faculties, and to reach a greater understanding of the world around you.

Fall Term 2012							
subject	catalog #	section		day(s)	duration	starts	cost
EXGEN	3820	FA1	Symbols and Myths of Archaic Religions	W	6 eve	Sept 12	\$185*
EXGEN	3828	FA1	NEW! Music Appreciation	R	6 eve	Sept 13	\$185*
EXGEN	3829	FA1	NEW! Greek Mythology	T	6 eve	Oct 23	\$185*
EXGEN	3830	FA1	NEW! De-Clutter and De-Stress	W	6 eve	Oct 24	\$185*
EXGEN	3831	FA1	NEW! The World in 1912	M	3 eve	Oct 15	\$95*
EXGEN	3832	FA1	NEW! Peopling of the New World	R	6 eve	Oct 25	\$185*
EXGEN	3833	FA1	NEW! A Path of Feminine Restoration through a Fairy Tale	S	1 day	Sept 22	\$95*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Note: Most evening classes are held 6-8:30 pm and day classes are held 10 am-4 pm.

780.492.3093

website: www.extension.ualberta.ca/humanities
email: liberalstudies@ualberta.ca



English Language Program

Discover a whole new world by studying English at the University of Alberta. Our English Language Program provides a chance to explore interesting ideas, discover another culture and develop new communications skills that will take you around the world. We offer everything from English basics to pronunciation enhancement to university level English in day and evening classes. Small class size means you get lots of opportunity to concentrate on the skills you need and practise along with students from around the world. We also support you with highly qualified instructors and a state-of-the-art Multimedia Language Learning Centre with Internet access and interactive computer software.

Our Program

Established in 1973, the English Language Program (ELP) enjoys an international reputation for providing a high standard of instruction in English to students from around the world. This standard of excellence is maintained by specialized teaching staff who employ modern teaching approaches and materials. Students use a computerized, state-of-the-art, multi-media language centre. In addition to regular offerings, the ELP will organize short-term courses designed to meet the specific needs of groups from the local or international community.

Before enrolling, prospective students must take the ELP placement test to determine their level of English competence. To be accepted into the program, students must be literate in their first language and obtain a minimum score on the placement test.

Placement Test

	day(s)	duration	starts	cost
Placement Test—September Session	W	1 morn	Aug 29	\$80
Placement Test—November Session	W	1 morn	Oct 24	\$80
Intensive Day Courses—September Session	M-F	34 morn or aftn	Sept 4	\$1,850*
Intensive Day Courses—November Session	M-F	34 morn or aftn	Oct 29	\$1,850*
English for Academic Purposes (EAP)	M-R	33 morn or aftn	Sept 4	\$1,850*
–September (ESL 140 – ESL 145)				
–November (ESL 140 – ESL 145)	M-R	33 morn or aftn	Oct 31	\$1,850*
–Preparing for Graduate Studies: ESL 550	MWF	33 morn	Sept 5	\$1,875*
–IBT® for University Admission	M-F	30 aftn	Sept 11	\$1,450*

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
Note*: Each Intensive Day Course session lasts 7 weeks. Cost includes tuition, mandatory health insurance, health services and student services fees. ESL 140 through 145 are English for Academic Purposes (EAP) courses. These courses are meant especially for students who wish to enter academic degree programs at an English-speaking university or college.							

Intensive Day Program

In the IDP, students learn the communication skills needed to function, efficiently and effectively in professional and social settings. The four skills – listening, speaking, reading, and writing – are balanced through our language instruction in a friendly and positive English-speaking environment. New students write a placement test prior to registration, then build their confidence in using English through constant feedback and encouragement from our instructors. In our classes, audio-visual materials and interactive language software are used extensively in addition to textbooks.

Intensive Day Program

	day(s)	duration	starts	cost
INTENSIVE DAY PROGRAM (LEVELS 1-7)				
ESL 105, 110, 115, 120, 125, 130, 135)				
September Session	M-F	morn or aftn	Sept 4	\$1,850*
November Session	M-F	morn or aftn	Oct 29	\$1,850*

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
Note*: Each Intensive Day Course session lasts 7 weeks. Cost includes tuition, mandatory health insurance, health services and student services fees. ESL 140 through 145 are English for Academic Purposes (EAP) courses. These courses are meant especially for students who wish to enter academic degree programs at an English-speaking university or college.							

English for Academic Purposes

ESL 140 and ESL 145 are a two-part series of English for Academic Purposes (EAP) courses that help advanced ESL students improve their academic listening, speaking, reading, and writing skills. Students who successfully complete these courses will be able to synthesize information from a variety of academic sources, analyze materials, and present their ideas in accordance with first-year university standards. ESL 140 and ESL 145 are one option that students may take to meet the English Language Proficiency requirement for undergraduate admission of the University of Alberta.

English for Academic Purposes (EAP)

	day(s)	duration	starts	cost
ENGLISH FOR ACADEMIC PURPOSES (EAP)				
(ESL 140-ESL 145)				
September Session	M-R	morn or aftn	Sept 4	\$1,850*
November Session	M-R	morn or aftn	Oct 31	\$1,850*
IBT® for University Admission	M-F	aftn	Sept 11	\$1,450*
PREPARING FOR GRADUATE STUDIES				
(ESL 550)	MWF	morn or aftn	Sept 5	\$1,875*

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
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English Courses

subject	catalog #	section	day(s)	duration	starts	cost
EXELP	7120	FA1 English for Everyday Situations*	MW	13 eve	Sept 10	\$300
EXELP	7120	FA2 English for Everyday Situations *	MW	13 eve	Nov 5	\$300
EXELP	7121	FA1 Conversations in English*	MW	13 eve	Sept 10	\$300
EXELP	7121	FA2 Conversations in English *	MW	13 eve	Nov 5	\$300
EXELP	7122	FA1 English for Academic Environments*	MW	13 eve	Sept 10	\$300
EXELP	7122	FA2 English for Academic Environments *	MW	13 eve	Nov 5	\$300
EXELP	7123	FA1 Presentations for Academics & Professionals*	MW	13 eve	Sept 10	\$300
EXELP	7123	FA2 Presentations for Academics & Professionals *	MW	13 eve	Nov 5	\$300
EXELP	7124	FA1 Pronunciation: From Sounds to Phrases*	TR	13 eve	Sept 11	\$300
EXELP	7124	FA2 Pronunciation: From Sounds to Phrases *	TR	13 eve	Nov 6	\$300
EXELP	7125	FA1 Pronunciation: Phrases and Beyond*	TR	13 eve	Sept 11	\$300
EXELP	7125	FA2 Pronunciation: Phrases and Beyond *	TR	13 eve	Nov 6	\$300
EXELP	7126	FA1 Writing Basics	TR	13 eve	Sept 11	\$300
EXELP	7126	FA2 Writing Basics	TR	13 eve	Nov 6	\$300
EXELP	7127	FA1 Writing Beyond the Basics	TR	13 eve	Sept 11	\$300
EXELP	7127	FA2 Writing Beyond the Basics	TR	13 eve	Nov 6	\$300
EXELP	7075	FA1 Writing for Academic Purposes	TR	13 eve	Sept 11	\$300
EXELP	7075	FA2 Writing for Academic Purposes	TR	13 eve	Nov 6	\$300

LEGEND	M-Monday	T-Tuesday	W-Wednesday	R-Thursday	F-Friday	S-Saturday	D-Sunday
* Admission requirement: Before enrolling, contact the ELP Office at 492-5530 or 492-3036 to make an appointment for a required oral /speech test at a fee of \$10.							

780.492.5530 or 780.492.3036

website: www.elp.ualberta.ca
email: elpinfo@ualberta.ca



Languages

“Knowledge of languages is the doorway to wisdom.”
~ Roger Bacon

Access an expanding global market, visit foreign countries, and connect with more people – all through developing skills in a second language.

Learning a language is more than making unusual sounds and getting to know a new alphabet. It's about communicating and understanding. It is a cultural experience. As you develop your vocabulary and perfect your pronunciation of a new language, you will find delight in the cadence, idioms, and forms of expression. Through the words and sentences that you learn, you will gain insight into how others around the globe view their world. Whether your career would benefit from a new language, you are fascinated by other countries and cultures, or you have a yen for travel, our language classes open up a world of possibilities.

780.492.3034
website: www.extension.ualberta.ca/languages
email: liberalstudies@ualberta.ca



**Find out more
about our Spanish
Language Certificate**

Tuesday, June 19:
Noon - 1:00 pm, Room 2-976
OR
Tuesday, August 28:
6:00 - 7:00 pm, Room 2-976

All sessions held in Enterprise
Square, 10230 Jasper Avenue,
Edmonton

Chinese (Mandarin)

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3155	FA1 Chinese (Mandarin) I	M	12 eve	Sept 10	\$365*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

French I

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3114	FA1 French I	M	12 eve	Sept 10	\$365
EXGEN	3114	FA2 French I	W	12 eve	Sept 19	\$365
EXGEN	3109	FA1 French II	W	12 eve	Sept 12	\$365
EXGEN	3139	FA1 French III	W	12 eve	Sept 12	\$365
EXGEN	3247	FA1 French IV	R	12 eve	Sept 13	\$365

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

German

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3397	FA1 German I	T	12 eve	Sept 11	\$365*
EXGEN	3398	FA1 German II	R	12 eve	Sept 13	\$365*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Italian

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3116	FA1 Italian I	M	12 eve	Sept 10	\$365*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Japanese

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3138	FA1 Japanese I	R	12 eve	Sept 13	\$365*
EXGEN	3418	FA1 Japanese IV	M	12 eve	Sept 10	\$365*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Spanish Language Certificate

Planning to travel in a Spanish-speaking country? Doing business in Latin America? Or are you simply interested in learning about a new culture and language? The courses in our Spanish Language Certificate offer the opportunity to learn the language in intimate classes formatted in short modules that let you begin at whatever level suits your skills.

Our Spanish courses can be taken for certificate credit or purely for your own interest.

subject	catalog #	section	day(s)	duration	starts	cost
EXSLC	3119	FA1 Spanish Module I	W	7 eve	Sept 5	\$295
EXSLC	3119	FA2 Spanish Module I	R	7 eve	Sept 6	\$295
EXSLC	3119	FA3 Spanish Module I	T	7 eve	Oct 16	\$295
EXSLC	3125	FA1 Spanish Module II	W	7 eve	Sept 5	\$295
EXSLC	3125	FA2 Spanish Module II	W	7 eve	Oct 24	\$295
EXSLC	3125	FA3 Spanish Module II	R	7 eve	Oct 25	\$295
EXSLC	3377	FA1 Spanish Module III	M	12 eve	Sept 10	\$365
EXSLC	3132	FA1 Spanish Module IV	T	12 eve	Sept 11	\$365
EXSLC	3157	FA1 Spanish Module V	W	12 eve	Sept 12	\$365

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Advanced Conversational Spanish: Perspectivas

(EXGEN 3741 FA1)

10 Thu, Sept 20 to Nov 22, 6:30-8:30 pm

Cost: \$285 (Plus GST)

This course is designed to meet the needs of advanced Spanish learners. You will have the opportunity to review and progress in speaking Spanish. Most classes will provide an opportunity for communicative expression as you work through authentic language materials taken from a variety of Spanish-language newspapers, periodicals, movies, and advertisements.

Prerequisite: Completion of the Spanish Language Certificate or an equivalent advanced knowledge of Spanish.

Writing and Editing

"For me, writing is exploration; and most of the time, I'm surprised where the journey takes me." ~ Jack Dann

Improved writing abilities can help you get ahead, either in your career, studies, or personal pursuits. Wherever life takes you, clear communication is essential.

Explore the clear expression of ideas, create interesting characters that amuse, write meaningful poetry, or move from pen to print or the internet. Guided by professional writers, many of whom have won prestigious awards, our writing courses will help you transform your thoughts into effective and inspired writing.

780.492.3093

website: www.extension.ualberta.ca/writing
email: liberalstudies@ualberta.ca

Online Graduate Course

New Media in Writing, Editing, and Publishing (COMM 007)

Online MA and MEd programs
approved by the Communications and
Technology Academic Program
Faculty of Extension, U of A

www.mact.ca



Academic, professional, and personal development writing courses in:

Writing Essentials

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3797	FA1 Grammar for Effective Writing	T	8 eve	Oct 2	\$315*
EXGEN	3112	FA1 Writing Skills: Improving Style and Clarity	W	8 eve	Oct 10	\$315*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Editing

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3133	FA1 A Practical Guide to Proofreading	S	2 days	Sept 15	\$225*
EXGEN	3147	FA1 Introduction to the Craft of Editing	T	7 eve	Oct 16	\$315*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Professional and Specialty Writing

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3750	FA1 NEW! Work-Life Narratives: Authoring the Future of Your Career (online delivery)**		8 wks	Oct 1	\$325*
EXGEN	3749	FA1 NEW! Exploring Conflict Resolution Through Creative Writing	F/SD	1 eve/2 days	Nov 30	\$315*
EXGEN	3793	FA1 Writing Clearly in the Workplace	MT	2 days	Nov 5	\$395*
EXGEN	3359	FA1 Writing for the Web	R	1 day	Oct 18	\$225*
EXGEN	3799	FA1 Effective Social Media Communication (online delivery)**		8 wks	Sept 24	\$325*
EXGEN	3405	FA1 Technical Writing: Procedures and Manuals	T	4 eve	Oct 9	\$315*
EXGEN	3977	WI1 Writing for Magazines	W	8 eve	Jan 16	\$315*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

** This course is offered online through eClass (powered by Moodle), the University of Alberta's eLearning management system. To participate fully, you will need reliable internet access (high speed preferable), a recent Mac or PC computer, and the ability to install your own software. For more complete information on computer setup requirements visit: www.extension.ualberta.ca/elearning

Creative Writing

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3181	FA1 Writing the Novel	F/S	3 eve/3 days	Sept 28	\$325*
EXGEN	3113	FA1 Introduction to Creative Writing	R	8 eve	Oct 11	\$315*
EXGEN	3780	FA1 Elements of Creative Nonfiction	RF/S	2 eve/1 day	Nov 15	\$265*
EXGEN	3749	FA1 NEW! Exploring Conflict Resolution Through Creative Writing	F/SD	1 eve/2 days	Nov 30	\$315*
EXGEN	3144	WI1 Write That Book and Get it Published!	S	1 day	Jan 26	\$185*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Online Delivery

subject	catalog #	section	duration	starts	cost
EXGEN	3407	FA1 Creative Writing**	8 wks	Oct 9	\$325*
EXGEN	3799	FA1 Effective Social Media Communication**	8 wks	Sept 24	\$325*
EXGEN	3750	FA1 NEW! Work-Life Narratives: Authoring the Future of Your Career**	8 wks	Oct 1	\$325*

* Plus GST

** This course is offered online through eClass (powered by Moodle), the University of Alberta's eLearning management system. To participate fully, you will need reliable internet access (high speed preferable), a recent Mac or PC computer, and the ability to install your own software. For more complete information on computer setup requirements visit: www.extension.ualberta.ca/elearning

Women's Writing

	duration	starts
20th Annual Women's Words: Summer Writing Week - www.womenswords.ca	1 wk	May 31-June 9, 2013



Communications and Technology

"In this electric age we see ourselves being translated more and more into the form of information, moving toward the technological extension of consciousness," wrote Marshall McLuhan in 1964, in an insightful comment that has taken on new meaning in the age of the Internet. We can ask the same questions about the art and symbols of the ice age that we do about the electronic networks of today's organizations. How does a medium of communication come into being? What influences do new communications technologies have on people's everyday lives? And how do individuals and groups act to change communications practices?

The Communications and Technology Graduate Program at the University of Alberta offers a theoretical, historical and practical examination of the technology-enabled, knowledge-intensive workplace. The Master of Arts in Communications and Technology (MACT) degree is designed for students who seek to provide reflective and informed leadership in the management and use of information and communications technologies (ICTs) in their organizations and fields. These fields include education and training, information technology, public affairs, mass media, marketing, new media production, program design and development, and writing and publishing.

Students from outside of the Alberta capital region, including international students, may register in the program without changing their place of residence. The MACT is a course-based graduate program that requires the completion of 7 core courses, 3 electives, and a final applied research project. Four of the core courses must be completed during the two Spring Institutes held at the University of Alberta each May, with the remaining 3 core courses to be completed online. The core courses are scheduled to permit completion of the degree within two academic years. Students may complete approved electives offered by the University of Alberta or at another recognized university.

Admission requirements are as follows: a four-year degree from a recognized university; a GPA of at least 3.0 (or equivalent); at least three years of relevant professional experience; three application-specific letters of support; and a letter of interest that specifies the applicant's academic or professional area of interest, states how admission to the program would support the applicant's professional practice, and provisionally describes the topic for the final applied research project. Up to 25 students are admitted each year to begin their studies in May.

THE APPLICATION DEADLINE FOR ADMISSION TO BEGIN STUDIES IN MAY 2013 IS DECEMBER 15, 2012.

780.492.1538
website: www.mact.ca
email: mact@ualberta.ca

**Find out more
about Communications
and Technology**

Thursday, June 21:
Noon - 1:00 pm, Room 2-957
Tuesday, August 28:
6:00 - 7:00 pm, Room 2-957

All sessions held in Enterprise
Square, 10230 Jasper Avenue,
Edmonton



Adult and Continuing Education

The Certificate in Adult & Continuing Education (CACE) Program shows you how to develop, coordinate and facilitate adult training programs using effective adult education strategies. Improve your career options while learning from respected instructors and colleagues and having the opportunity to network with other professionals in the field.

Certificate in Adult & Continuing Education (CACE)

The nationally recognized CACE program is designed to assist you develop techniques to help others learn. Learn how to integrate adult learning theory, concepts, and practices to become a more effective adult educator. You will develop skills in planning, managing, teaching and evaluating courses and programs for adult learners. Instructors, trainers, course developers, coordinators, and managers alike, benefit from the applied nature and flexibility the program offers. The program is jointly developed and delivered by a consortium involving the University of Victoria, University of Saskatchewan, University of Manitoba and the University of Alberta. We invite you to discover the lifelong benefits of continuing your professional development through the CACE program.

Please visit our website for the most current information and specific program details and requirements. Questions? Information Sessions will be held in June and August 2012; see page 15 for a complete list of dates, times and locations.

780.492.7237
website: www.extension.ualberta.ca/cace
email: adulted@ualberta.ca

Summer Institute and Fall Course Schedule

subject	catalog #	section	day(s)	duration	starts	cost
EXCACE	5705	FA1 Program Evaluation	M	7 wks	Sept 10	\$530
EXCACE	5801	FA1 Adult Education Principles and Practice*	T	13 wks	Sept 11	\$575
EXCACE	5824	FA1 Instructional Design in Adult Education	R	4 wks	Sept 13	\$475
EXCACE	5963	FA1 Understanding & Working with Learning Styles	MTW	3 days	Sept 17	\$530
EXCACE	5995	FA1 e-Learning Toolkit	On-line	4 wks	Sept 17	\$410
EXCACE	5927	FA1 Train The Trainer	WRF/RF	5 days	Oct 10	\$630
EXCACE	5711	FA1 Adult Learning and Development	ST	4 wks	Oct 13	\$575
EXCACE	5710	FA1 Learning Design and Technology Overview, Pre-Requisite is e-Learning Toolkit	Blended	11 wks	Oct 17	\$575
EXCACE	7131	FA1 Creating Training Manuals That Work	Blended	4	Nov 1	\$475

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Location: NAIT

* Courses are subject to change.

**Find out more
about Adult and
Continuing Education**

Wednesday, June 20:
Noon - 1:00 pm, Room 2-970
Tuesday, August 28:
6:00 - 7:00 pm, Room 2-970

All sessions held in Enterprise
Square, 10230 Jasper Avenue,
Edmonton

Government Studies

National Advanced Certificate in Local Authority Administration (NACLAA)
Information Access and Protection of Privacy (IAPP)
Applied Land Use Planning (ALUP)

Promoting good government through public policy and public administration continuing education.

National Advanced Certificate in Local Authority Administration (NACLAA Level I) [Local Government Certificate Program (LGCP)]
and National Advanced Certificate in Local Authority Administration (NACLAA Level II)

The NACLAA Program integrates theory and practice to foster understanding of local government administration. Courses are delivered online and there is extensive use of discussion and debate. Upon completion of NACLAA – Level I*, students can advance their studies further in NACLAA – Level II.

Each course has a secure access website including several forums for student interaction within the online eClass system. Throughout the term, you can discuss issues and network with your fellow students and the instructor(s) from across Canada. You will have the opportunity to share experiences and ideas with your classmates and build on them to enrich your own learning. For more information contact our program office.

* NACLAA Level I is the equivalent of LGCP.

Information Access and Protection of Privacy (IAPP) Certificate Program

The IAPP Certificate Program courses focus on fundamental theories related to the ideas, structures, and processes that define appropriate administration of access and privacy legislation at a municipal, provincial, and federal level in Canada. The program aims to develop and enhance managerial leadership capabilities in the access and privacy field, improve administration of the legislation, and promote enlightened democratic government. Courses are delivered online and there is extensive use of discussion and debate. For delivery of courses in French - please contact the program for further information.

Applied Land Use Planning (ALUP) Certificate Program

The ALUP Certificate Program seeks to demonstrate that collaboration, interdependence and teamwork are the essence of effective planning. Our students are involved in various professional roles within municipal government, from development officers, planning technicians and assistants to managers and administrators in smaller municipalities. As such our program is designed to match the complexity of a variety of municipal government planning needs; effective planning necessitates the cooperation of various agents at all levels of the community.

toll free: **1.877.686.4625**
tel: **780.492.0627**
website: <http://www.extension.ualberta.ca/govstudies>
email: govstudy@ualberta.ca

Find out more
about Government
Studies

Monday, June 18:
Noon - 1:00 pm, Room 2-957
Tuesday, August 28:
7:30 - 8:30 pm, Room 2-957

All sessions held in Enterprise
Square, 10230 Jasper Avenue,
Edmonton

Find Out More

subject	catalog #	section		duration	starts	cost
NACLAA - LEVEL I						
EXLGP	8200	FA1	Local Government**	Online	13 wks	Sept 10 \$709
EXLGP	8202	FA1	Municipal Law I	Online	13 wks	Sept 10 \$709
EXLGP	8206	FA1	Local Government Accounting	Online	13 wks	Sept 10 \$709
EXLUP	8215	FA1	Municipal Planning I (currently for LGCP students only)**	Online	13 wks	Sept 10 \$709
EXIAPP	8171	FA1	Information Access and Protection of Privacy (IAPP) Foundations	Online	13 wks	Sept 10 \$833
NACLAA - LEVEL II						
EXLGP	8205	FA1	Organizational Design and Management**	Online	13 wks	Sept 10 \$709
EXLGP	8209	FA1	Citizen Engagement and Consultation	Online	13 wks	Sept 10 \$709

**Textbook required (not included in course fee)

780.492.2870 or 780.492.6914
email: lgpnacla@ualberta.ca

Find Out More

subject	catalog #	section		duration	starts	cost
EXIAPP	8171	FA1	Information Access and Protection of Privacy Foundations	Online	13 wks	Sept 10 \$833
EXIAPP	8173	FA1	Privacy in a Liberal Democracy	Online	13 wks	Sept 10 \$833
EXIAPP	8174	FA1	Privacy Applications: Issues and Practices	Online	13 wks	Sept 10 \$833
EXIAPP	8175	FA1	Information Access in a Liberal Democracy	Online	13 wks	Sept 10 \$833
EXIAPP	8177	FA1	Health Information Access and Privacy	Online	13 wks	Sept 10 \$833

780.492.5052 or 780.492.2862
email: iappuofa@ualberta.ca

Find Out More

subject	catalog #	section	day(s)	duration	starts	cost
EXLUP	8215	FA1		Online	13 wks	Sept 10 \$709
EXLUP	4103	FA1 F2F		MTW	3 days	Oct 15 \$611
EXLUP	4107	FA1 F2F		R/F	2 days	Sept 13 \$457
EXLUP	4109	FA1 F2F				
				Contemporary Planning Issues:		
				Climate Change Adaptation	M/T	2 days
EXLGP	8200	FA1		Online	13 wks	Sept 10 \$709
EXLGP	8209	FA1		Online	13 wks	Sept 10 \$709
				Local Government**		
				Citizen Engagement and Consultation		

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday
F2F – Face-to-Face

EXERM Electives – Contact ERM Program Office

** Textbook required (not included in course fee)

780.492-6914 or 780.492-5052
email: alup@ualberta.ca



Community Engagement Studies

Successfully engaging with stakeholders, members of communities, or special interest groups is becoming an integral part of many jobs. Activities such as: managing change; planning, developing, delivering, and evaluating community engagement processes; facilitating stakeholder engagement; or developing effective communication strategies within a cross-cultural environment may have been recent additions to your list of work responsibilities. How do you gain an understanding of community engagement? How do you apply the principles and practices of communication in managing your projects? How do you keep the projects that you manage on track without a working knowledge of the practice of community engagement? The Faculty of Extension is developing a suite of learning opportunities in this growing field that may further develop your knowledge and skills.

The new **Citation in Community Engagement** is a non-credit program comprised of one 39-hour course and 70 course hours in electives. It provides participants with an overview of the engagement process to increase their awareness of cultural differences among communities and the importance of context and provide them with essential skills for entering into professional relationships. Participants will pursue their specific interests through a range of electives available in this and other programs within the Faculty of Extension. For more information on the Citation courses and electives, contact Maryanne Wynne at mwynne@ualberta.ca.

In the **Community-Based Research and Evaluation (CBRE) Workshop Series** participants are introduced to a collaborative means of creating, sharing, and applying knowledge in a setting that enables networking with others interested in influencing policy, practice, evaluation, and research. Topics covered in the 6 workshops include: an introduction to CBRE, ethical and rigorous practice of CBRE, building partnerships, developing projects, day-to-day realities, and making a difference with CBRE. For more information on the CBRE Workshop Series, contact cup@ualberta.ca

The **graduate Community-Based Research and Evaluation (CBRE) Certificate Program** is designed for students who are currently enrolled in a graduate program at the University of Alberta. CBRE is an approach to research and evaluation in which partners from the community, university, and/or government collaborate for mutually beneficial outcomes. Toward participating and leading CBRE, students develop an understanding of CBRE concepts, program planning and evaluation, and a variety of quantitative, qualitative, and/or mixed methods, and gain experience with CBRE. For more information on the CBRE Certificate Program, contact: cbre.certificate@ualberta.ca

780.492.8444

website: www.extension.ualberta.ca/ces

email: mwynne@ualberta.ca

Citation in Community Engagement

subject	catalog #	day(s)	duration	starts	cost
EXGEN	1501	T	13 eve	Sept 11	\$575
EXGEN	1511		8:30 am-4:30 pm		\$500
Includes all six workshops in the CBRE Workshop Series plus an additional application/assessment session in the afternoon from 1:30-4:30 pm.					

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Community-Based Research and Evaluation (CBRE) Workshop Series

Fall 2012 Workshops

subject	catalog #	duration	starts	cost
EXGEN	1001	8:30 am-12:30 pm	Oct 26	\$55
EXGEN	1002	8:30 am-12:30 pm	Nov 23	\$55

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Winter 2013 Workshops

subject	catalog #	duration	starts	cost
EXGEN	1003	8:30 am-12:30 pm	Jan 25	\$55
EXGEN	1004	8:30 am-12:30 pm	Feb 22	\$55
EXGEN	1005	8:30 am-12:30 pm	Mar 22	\$55
EXGEN	1006	8:30 am-12:30 pm	Apr 12	\$55

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

INFORMATION SESSIONS:

“Your passport to learning at U of A Extension”

Not sure what class you would like to take this fall, or perhaps you are a returning student with questions, questions, and more questions?

Find out from program instructors, faculty staff and fellow students what part-time study at Extension can do for you by attending our Information Sessions.

Lunch hour sessions will be held from Monday, June 18 to Thursday, June 21 at noon. An Information Sessions evening will be held on Tuesday, August 28, with sessions starting at 6 pm and 7:30 pm.

Information Sessions – June 18 – 21, 2012: Noon - 1 pm

Monday, June 18:

Occupational Health and Safety	2-922
Government Studies	2-957
Purchasing Management	2-958

Tuesday, June 19:

Spanish	2-976
Residential Interiors	2-922
Environmental Resource Management	2-970
Community Engagement Studies	2-958

Wednesday, June 20:

Management Programs	2-926
Adult & Continuing Education (CACE)	2-970
Business Analysis Professional Citation	2-958

Thursday, June 21:

Communications & Technology (MACT)	2-957
Visual Arts	2-958
Construction Administration	2-970

Information Sessions – Tuesday, August 28, 2012:

6:00-7:00 pm

Adult & Continuing Education (CACE)	2-970
Construction Administration	2-938
Visual Arts	2-958
MA Communications & Technology	2-957
Management Programs	2-926
Occupational Health and Safety	2-922
Spanish Language	2-976
Purchasing Management	2-925

7:30-8:30 pm

Business Analysis Professional Citation	2-926
Environmental Resource Management	2-938
Residential Interiors	2-922
Government Studies	2-957
Community Engagement Studies	2-958

www.extension.ualberta.ca/infosessions

All sessions are held at Enterprise Square, 10230 Jasper Avenue NW

Hours of Operation

Registration/Information Desk

Fall/Winter - to April 30

Monday to Thursday, 8:30 am to 8:00 pm (MST)
Friday, 8:30 am to 4:30 pm (MST)
Saturday, 8:30 am to noon (MST)

Spring - May 1 to May 30

Monday to Friday
8:00 am to 7:00 pm (MST)

Summer - June 1 to August 31

Monday to Friday
8:00 am to 4:00 pm (MST)

In the Spring/Summer 2012 Sessions, the Registration Office will be closed:

Good Friday – Friday, April 6
Easter Monday – Monday, April 9
Victoria Day – Monday, May 21
Canada Day – Monday, July 2 (in lieu)
Heritage Day – Monday, August 6
Labour Day – Monday, September 3

In the Fall/Winter 2012 Sessions, the Registration Office will be closed:

Thanksgiving Day – Monday, October 8
Remembrance Day – Monday, November 12 (in lieu)
Winter Closure – Wednesday, December 26
Winter Closure – Thursday, December 27
Winter Closure – Friday, December 28
Winter Closure – Monday, December 31

Registrations will be accepted during office hours; however, payments will be processed during cash office hours.

Cash Office Hours

May 1 to August 31

Monday to Friday
8:00 am to 3:00 pm

September 1 to April 30

Monday to Friday
8:30 am to 3:30 pm

For your convenience, you may register using your VISA, MasterCard, AMEX personal or company cheque, a money order or bank draft, debit card, or cash.

When payment is by a corporate pay type (credit card or cheque), and the corporation is a GST Exempt Entity, a letter confirming the GST Exemption number must accompany the registration.

Course Registration Information

5 Easy Ways to Register for a Course

Submit a completed Course Registration form indicating your course selection.

You can register by phone using VISA, MasterCard or AMEX during the office hours listed. Call us at 780.492.3109 or 780.492.3116.

Online:

Visit our website at www.extension.ualberta.ca or login to Beartracks at: www.beartracks.ualberta.ca

By Phone or Fax:

Phone: 780.492.3116
Fax: 780.492.0627

By Mail or in Person:

By Mail: Registration Office, Faculty of Extension, Enterprise Square, 10230 Jasper Avenue NW, Edmonton, Alberta, T5J 4P6

In Person: Drop your registration form and fee payment off at our Registration Office, located on the main floor at Enterprise Square, 10230 Jasper Avenue.

Payment Options:

- Visa, Mastercard or AMEX
- Cheque, Bank Draft or Money Order: made payable to the University of Alberta. (Please remit separate payment for each course)
- Interac: if registering in person, during cash office hours
- Invoice: Please contact the Registration Office at 780.492.3116 or visit our website at www.extension.ualberta.ca/register.

After you have Registered

Confirmation Notice

Confirmation notices can be accessed via Bear Tracks. When in Bear Tracks go to Financials > Fee Assessment, select the term and the course to download your course registration information. Bear Tracks can be accessed at www.extension.ualberta.ca/beartracks. If you haven't received confirmation notice within two weeks of registering, please call 780.492.3116.

Education Credit/Tuition Tax Receipt (form T2202A)

Education and tuition tax credit receipts (form T2202A) are generated for students registered in courses that provide credit towards a citation, certificate, diploma or degree. For further information on the Income Tax Act and the tuition and education tax credit interpretation sections, please refer to our website on the topic: www.extension.ualberta.ca/taxcredit

Withdrawals and Refunds

If you choose to withdraw from a course, log into Bear Tracks and use the 'Drop' page to withdraw from class or send your withdraw request in writing to the Faculty

of Extension Registration Office. An administrative fee will be withheld for all withdrawals.

Please review the withdraw policy online at: www.extension.ualberta.ca/register/policies

Contact the Registration Office at 780.492.3116 if you have any questions regarding the withdraw policy.

Transfer Policy

Should you wish to transfer from one Extension course or class section to another, please let us know 5 days before the course start date or, in the case of thirteen week classes, before the 3rd class. A \$50 transfer fee will apply.

Course Cancellations

When course enrollments are not sufficient, Extension may cancel the course. In such a case, we will contact you as soon as possible before the course start date and refund in full any fees paid.

Uplifting



In 1912, Albert Ottewell became the first Director of Extension. He travelled throughout Alberta, carrying the University beyond the campus in pursuit of President Henry Marshall Tory's goal: "the uplifting of the whole people." Driving to rural communities over rough roads in all weather, Ottewell wore out seven Model T Fords between 1913 and 1926.



UNIVERSITY OF ALBERTA FACULTY OF EXTENSION

COURSE REGISTRATION

Faculty of Extension
Ph: 780.492.3116 Fax: 780.492.0627

FOR OFFICE USE ONLY	PROGRAM

LEGAL FIRST NAME	LEGAL MIDDLE NAME	LEGAL LAST NAME
FORMER LAST NAME		DATE OF BIRTH (mm-dd-yyyy)
		GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female
CORRESPONDENCE ADDRESS (Mailing Address):		
CITY	PROVINCE	POSTAL CODE
COUNTRY	TELEPHONE <input type="checkbox"/> Home <input type="checkbox"/> Cell <input type="checkbox"/> Work	

NEW TO THE UNIVERSITY OF ALBERTA?	Please complete this section
PLACE OF BIRTH (Country)	
ABORIGINAL APPLICANTS (Optional) If you choose to declare that you are of Canadian Aboriginal ancestry within the meaning of the Canadian Constitution Act of 1982, please specify: <input type="checkbox"/> I am Status Indian/First Nations <input type="checkbox"/> I am Métis <input type="checkbox"/> I am Non-Status Indian/First Nations <input type="checkbox"/> I am Inuit	

EMAIL ADDRESS
Your personal e-mail address will be used to communicate to you until you are assigned a University of Alberta e-mail account. Subsequent communications will be sent to your U of A e-mail address. It is your responsibility to check your U of A e-mail frequently.

CLASS NUMBER (optional)	SUBJECT CODE	CATALOG NUMBER	SECTION	COURSE TITLE	FEES	GST*	TOTAL

*Many of our courses are exempt from GST. Please include GST only if it is indicated in the fee for that course

**GST EXEMPT ENTITIES: When payment is by a corporate pay type (credit card or cheque), and the corporation is a GST Exempt Entity, a letter confirming the GST Exemption number must accompany the registration

CHECK PAYMENT METHOD:

Make cheques or money orders payable to the University of Alberta

☐ CASH ☐ MONEY ORDER ☐ CHEQUE ☐ INDEBT/HRDF

SIGNATURE: _____

DATE: _____

☐ CREDIT CARD (MasterCard, Visa, American Express)

Credit Card Number	Expiry (mm-yy)

Name on Card _____

☐ Fax C/C Receipt to: _____ ☐ Attach C/C Receipt

For Office Use Only: _____

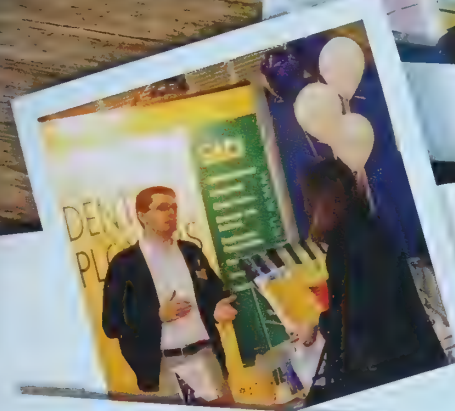
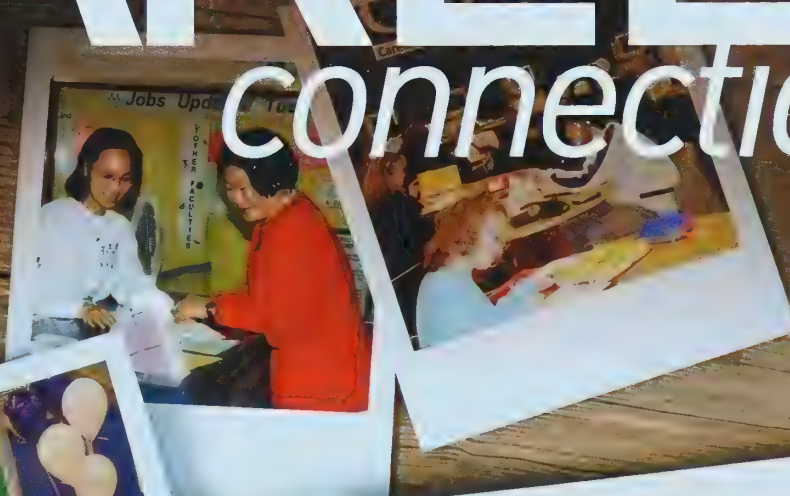
The personal information requested on this form is collected under the authority of Section 33 (c) of the *Alberta Freedom of Information and Protection of Privacy Act* for the purpose of registering students, contacting students and tracking enrolment statistics. Questions concerning the collection, use or disposal of this information should be directed to: FOI/PP Officer, Faculty of Extension, Enterprise Square, University of Alberta, Edmonton, AB T5J 4P6. Phone 780.492.5047

www.extension.ualberta.ca/register



CAREER

connections



CAPS

celebrates

25 years

Labour Force Highlights:
Our past, present and future

The History of Peer
Education at CAPS

How on-campus
recruitment has changed
over the past 25 years



Kiewit



Safety. Quality. Integrity.

Ranked as one of the 2011 Best Workplaces in Canada, Kiewit is one of North America's largest contractors, consistently among the top 10 of *Engineering News-Record's* Top 400 Contractors.

Not just words. Our guiding principles.

These are the keys to Kiewit's success, along with hard work and innovation. Kiewit is one of North America's largest and most respected construction and mining organizations. Our goal for every project is the same, no matter how big or small, challenging or unique: to build it safely, on time, within budget and with no surprises.

Building leaders at all levels.

We are looking for enthusiastic, driven individuals who have the willingness to learn, the ability to lead and the drive to exceed expectations.

Kiewit recruits from the following programs:

Civil, Mechanical, Mining and Electrical Engineering and Commerce.

Join the Kiewit team! Visit us at kiewit.com.

kiewit.com

Equal Opportunity Employer



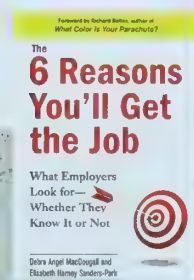
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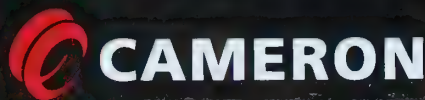
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OUR PROGRAM.

Experience the excellence in yourself, as you build on your technical skills through our Global Rotational Development Program (GRDP). Each day, you'll learn and grow with experienced professionals. With a combination of manufacturing exposure and Six Sigma expertise you will obtain a breadth of experience much greater than most traditional career paths for new college hires.

THE EXCELLENCE IN YOU STARTS WITH:

- An Industrial Engineering or another technical degree (BS or MS)
- Manufacturing experience
- Demonstrated leadership skills
- A desire for broad experience with a truly global company

JOIN CAMERON TODAY:

Contact your career center for more information, or visit www.c-a-m.com.

Letter from the director

Winter 2012 issue Volume 4, Number 1

Career Connections, a free publication, is produced bi-annually through the efforts of CAPS: Your U of A Career Centre. CAPS is a University of Alberta student service and the source for career and employment information and expertise. We offer a number of career services and resources to assist University of Alberta students and alumni in making transitions to, and within, the world of work. We provide the essential link between those looking for work and those looking to hire. CAPS assists employers with their recruitment by helping them connect with students and alumni at the U of A.

Permission is required to reproduce contents. Send inquiries to:

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University of Alberta
Edmonton, AB T6G 2J7
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780-492-4299

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Writing a resume is like riding a bicycle. It's a skill that you have to learn, and every student ought to learn it before leaving University. A well-presented resume can get you an interview. But the same facts badly presented won't. So people need to know how to write a resume before they start looking for a job.

The above quote is from the November 20, 1986 edition of the University of Alberta's *Folio*. The words are from Jennifer Yip-Choy, the founding director of the newly-established University Placement Office, known today as CAPS: Your U of A Career Centre. At the time CAPS was established there was a Canada Employment Centre (CEC) on campus which posted jobs and organized on-campus interviews. However, there was no support for students to teach them effective work search, resume writing and interview skills. The CEC also did not actively market U of A students and graduates to employers. So with urging and financial support from the Students' Union, the idea for a career centre was approved. Since then, programming and services offered by CAPS have expanded to include career advising, career fairs and forums, a career mentoring program, Job Shadow Week, support for internships and special programming for graduate students and postdoctoral fellows. Most recently, CAPS has taken on a key role in supporting two new programs funded by the University of Alberta Annual Fund: the Undergraduate Research Initiative (URI) and the Green and Gold Student Leadership and Professional Development Grant. You can learn more about both of these in this issue of *Career Connections*.



Something CAPS is well known for among other post-secondary career centres is our peer education program. Before we even opened our doors in mid-November 1986, fourteen students were hired and trained to deliver workshops and provide individual consultations to students looking for work. Both the CAPS Peer Educator (CPE) role and the number of students we hire every year have expanded over the past 25 years. You can read more about the history of our peer educator program on page 12. In addition, Koreen Bennett, one of our first peer educators, is featured in our graduate profile (see page 16) along with her twin sister, Maureen Ference. Both worked at CAPS for three years during the time they were students and both went on to successful careers in education.

This issue of *Career Connections* also includes a look at Canada's labour market – past, present and future – and insights from some of our employer partners about how on-campus recruiting has changed over the past 25 years. I hope you enjoy reading *Career Connections* and looking at some of the photographs of CAPS over the past 25 years. As always, your comments on this issue and suggestions for future issues are most welcome. Please email them to me at joan.schiebelbein@ualberta.ca.

Joan Schiebelbein

25 Years of CAPS



This edition's Initial Inquiry celebrates the contribution of Janis Shaw, CAPS' first full-time Career Advisor dedicated to serving graduate students and postdoctoral fellows. Aside from developing and delivering a wide range of programs and services, Janis originated Initial Inquiry to address some of the common questions posed by graduate students and postdoctoral fellows. Her first article, published in the fall 2004 edition of Career Connections, is as relevant and engaging today as it was then. With a 'tip of the hat' to Janis, we are reprinting her inaugural piece.



Janis Shaw, 2007

? Initial Inquiry

for Advanced Degree Holders

Q

I will be looking for a job outside academia. I've heard that employers will think I'm overqualified for some positions given the number of years I've spent studying. How can I reassure them that my years of graduate study will benefit them?

A

Approach the employer with the mindset that you are highly qualified, not overqualified. Develop an interesting story to explain why you are interested in doing the work the employer has to offer. Practice telling your story until you feel comfortable. Here are some other tips to keep in mind when talking to prospective employers:

- Give full value to the skills you honed in academia. Offer specific examples of how you will use your ability to think critically and solve problems in the workplace.
- Translate your skills into employer speak. Use non-academic vocabulary to describe your experience. For example, you might say you evaluated performance instead of marked papers.
- Talk about your ability to work well with others. Some employers think scholarly types are reclusive eccentrics!
- Keep your salary expectations realistic. By all means take your degree into consideration when deciding the salary range you will propose in negotiations, but expect to be compensated based on what the market is paying.



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LABOUR FORCE HIGHLIGHTS OUR PAST, PRESENT & FUTURE

Imagine earning \$4 an hour as a cash-strapped student while attending a Canadian university. If you were in the Class of '86, your wage prospects would certainly look brighter upon graduation, but as a student you could easily have been one of the one million paid Canadian workers earning minimum wage or less.

PAST

In 1986, six provinces—British Columbia, Alberta, Manitoba, Ontario, Nova Scotia and Prince Edward Island—allowed employers to pay students less than minimum wage. Alberta's minimum hourly wage at the time was \$3.80. Most—over half—low-paying jobs were in sales and services and if you were a woman, you were twice as likely as a man to be working for minimum wage or less. However, as a university graduate, your chances of earning minimum wage or less decreased to a low of 3% compared with the highest incidence of 11% for workers with no or partial post-secondary education.¹ During the mid 80s, the average hourly wage in Canada was approximately \$11.²

A Statistics Canada study following 1982 university graduates reported an overall strong employment rate and an earning average of \$25,200 per year for full-time work two years after graduation despite the severe 1982 economic recession. In 1987, average annual earnings rose to \$34,100 with

graduates from fine arts and humanities earning the lowest (\$27,900) and medical and health graduates earning the highest (\$48,300). A pay gap also existed between men (\$37,500) and women (\$30,500).³

Over the past twenty-five years, labour force numbers declined in industries such as agriculture and manufacturing while the following two main industries experienced significant labour force gains:⁴

- health care and social assistance
- professional, scientific and technical services

From 1986 to 2010, total employment in Canada increased by over five million and self-employment increased by over one million. The following table, with numbers rounded and expressed in thousands, gives us an interesting snapshot of the paid worker by class in 1986 and 2010.⁵ Aside from overall employment increases, other major shifts over this time span include a significant increase in businesses operated by a single person and a decrease in unpaid family workers.

Employment by class of worker

	1986	2010
Total Employment	12,008.5	17,041.0
Employees	10,352.5	14,371.3
• Public Sector	2602.2	3511.1
• Private Sector	7750.3	10,860.2
Self-employed	1,656.0	2,669.7
• Incorporated – paid help	402.9	607.7
• Incorporated – no paid help	90.0	490.4
• Unincorporated – paid help	318.6	233.5
• Unincorporated – no paid help	747.2	1321.0
• Unpaid family worker	97.3	17.1

Alberta's minimum hourly wage is currently \$9.40 and the average wage in Canada is approximately \$23 per hour. According to Statistics Canada, in September 2011, the average hourly wage was \$24.61 for men and \$21.45 for women. Management occupations had the highest average hourly wage (\$32.67) while sales and service occupations had the lowest (\$15.70).

In 2010, Alberta (68.1%), Saskatchewan (66.3%) and Manitoba (65.9%) had the highest employment rates while Newfoundland and Labrador had the lowest (51.2%).⁶

Employment rate, by region, 2010 (percent)

Canada	61.6
Newfoundland	51.2
Prince Edward Island	60.3
Nova Scotia	58.2
New Brunswick	57.2
Quebec	60.2
Ontario	61.3
Manitoba	65.9
Saskatchewan	66.3
Alberta	68.1
British Columbia	60.5

Source: Statistics Canada, Labour force survey estimates (LFS), by sex and detailed age group, annual (CANSIM Table 282-0002) Ottawa: Statistics Canada, 2011

As for major Canadian metropolitan areas, Montreal, Vancouver and Calgary led the way for job growth during the first half of 2011. Montreal significantly increased numbers in trade; accommodation and food service; and health care and social service fields while Vancouver experienced most growth in construction and

accommodation and food service. Calgary's largest growth sectors were health care and social assistance; professional, scientific and technical services; and information, culture and recreation. Toronto, fourth in job growth during this period, experienced a major increase in the information, culture and recreation sector.⁷

Employment in Canada rose September 2011 to create the lowest unemployment rate (7.1%) since December 2008 (6.6%). For the month of September 2011, gains were seen across industries such as educational services; professional, scientific and technical services; accommodation and food services; natural resources; and public administration. Declines were noted in finance, insurance, real estate and leasing; manufacturing; and information, culture and recreation.⁸

Alberta has accounted for 33.2% of Canada's employment growth. In September 2011, Alberta's seasonally adjusted unemployment rate was 5.4%, the second lowest in Canada behind Saskatchewan's rate of 4.6%. For September 2011, Alberta's gains were in forestry, fishing, mining, oil and gas; transportation and warehousing; and professional, scientific and technical services.⁹

According to the 2009 Alberta Wage and Salary Survey, Alberta's top 15 occupations by vacancy rate are:

- Landscape and Horticulture Technicians and Specialists
- Medical Sonographers
- Tailors, Dressmakers, Furriers and Milliners
- Weavers, Knitters and Other Fabric-Making Occupations
- Desktop Publishing Operators and Related Occupations
- Nursery and Greenhouse Workers
- Other Products Machine Operators
- Chemical Plant Machine Operators
- Licensed Practical Nurses
- Landscaping and Grounds Maintenance Labourers

- Family, Marriage and Other Related Counsellors
- Conservators and Curators
- Other Elemental Sales Occupations
- Food Service Supervisors
- Audiologists and Speech-Language Pathologists

Although a university degree may not be required for entry into some of the above occupations, it is still great preparation for and conducive to career advancement within each field.

On the international front, Canada led G7 countries in employment with an employment rate of 71.5% among people aged 15 to 64 years in 2010. Germany came in second with 71.2%. Italy, at 56.9%, had the lowest employment rate. The average employment rate for Organization of Economic Cooperation and Development (OECD) countries in 2010 was 64.6%.¹⁰

Employment rate, 15-64 year-olds, OECD and G7 countries, 2010 (percent)

Italy	56.9
France	64.0
OECD (average)	64.6
United States	66.7
Japan	70.1
United Kingdom	70.3
Germany	71.2
Canada	71.5

Source: Organization for Economic Co-operation and Development (OECD), OECD Employment Outlook 2011, Statistical Annex, OECD Statistics. Available from: <http://www.oecd.org> [cited July, 2011]

However, on the downside, the Institute of Wellbeing's June 2009 report *How are Canadians Really Doing?*, states Canada has more inequality and poverty than most OECD countries:

Working-Age Poverty

The proportion of individuals aged 18 to 65 years with equivalized disposable income less than 50 per cent of the median income of the entire population in a given country.

Source: The Conference Board of Canada

In 2008, the OECD noted that the levels of inequality in Canada were higher than in many other OECD countries.

- Canada spends less on benefits such as unemployment and family than most OECD countries. Working-age poverty is a particular concern. Canada received a very poor ranking of 15th out of 17 countries in 2009.
- Canada poorly ranked 13th out of 17 countries in child poverty in 2009. One-in-seven Canadian children live in poverty.

According to the Conference Board of Canada, Canada ranks 12th out of 17 peer countries and receives a report card grade of “C” in income inequality. For working-age poverty, Canada performs even worse and gets a “D”.

As we can see, low income continues to be a painful reality for many Canadian workers. In 2007, 9.2%

of Canadians had low income and the family income of approximately 535,800 workers (4.7% of all workers aged 18-64) was lower than the cost of basic necessities such as food, housing and clothing. Low-income earners, often referred to as the working poor, work as many hours on average as other workers, but are twice as often in jobs with no employer-sponsored benefits.¹¹

As in the past, a university education increases employment prospects and earning power. Even taking into consideration economic downturns, the probability of being employed increases with a university degree. At a recent town hall for students, President Indira Samarasekera stated “By virtue of getting a university degree, you have already recession-proofed yourself.”¹² In 2009, 74.7% of women and 77.3% of men with university degrees were employed.¹³ Statistics Canada also reports that university graduates earned more on average than high school or trade/vocational program graduates.¹⁴

FUTURE

What's in store for us over the next few decades? A CBC outlook report based on recent Statistics Canada findings notes the following 5 ways Canada's workforce will change in 20 years:

- After expanding by about 4% a year in the past, the labour force growth rate will slow to less than 1% a year by 2031.
 - The workforce is going to get a lot older. In 2001, when the first batch of baby boomers turned 55, only one in 10 Canadian workers was at least that age. By 2031, Statistics Canada expects that ratio to jump to almost one in four.
 - In 1981, there were roughly six people in the labour force for each retiree. By 2031, 50 years later, that ratio will have declined to fewer than three to one.
 - Twenty years ago, fewer than one in five Canadian workers were born in a different country. By 2031, that ratio is expected to rise to one in three.
 - In 1996, one in 10 Canadian workers were part of a visible minority group. By 2031, that's expected to be more like one in three. And even if immigration stopped completely from this point on, the percentage of Canadian workers who were a member of a visible minority would still be more than one in five by 2031.
- Second Life Lawyer, Body Part Maker, Space Architect, Vertical Farmer – these are just a few of the many new and emerging futuristic careers. Using the Short-Term Employment Forecast (STEF) Tool, the Government of Alberta has identified 16 occupations—that have a significant likelihood of being in demand over the next two years:
- Retail Trade Managers
 - Restaurant and Food Service Managers

Income Inequality

	mid-1970s	mid-1980s	mid-1990s	mid-2000s
Australia	D	D	C	B
Austria	n.a.	B	A	A
Belgium	n.a.	C	C	B
Canada	D	C	B	C
Denmark	n.a.	A	A	A
Finland	A	A	A	A
France	n.a.	C	B	B
Germany	n.a.	B	B	B
Ireland	n.a.	D	C	C
Italy	n.a.	D	C	B
Japan	C	D	C	C
Netherlands	B	B	B	B
Norway	n.a.	B	B	B
Sweden	A	A	A	A
Switzerland	n.a.	n.a.	C	B
U.K.	C	D	C	C
U.S.	D	D	C	B



- Mechanical Engineers
- Petroleum Engineers
- Computer Programmers and Interactive Media Developers
- Web Designers and Developers
- General Practitioners and Family Physicians
- Registered Nurses
- Retail Trade Supervisors
- Food Service Supervisors
- Technical Sales Specialists, Wholesale Trade
- Hairstylists and Barbers
- Estheticians, Electrologists and Related Occupations
- Construction Millwrights and Industrial Mechanics (except Textile)
- Heavy-Duty Equipment Mechanics
- Motor Vehicle Body Repairers

Forecasts can be tricky. However, rapid advancements in science and technology (often outpacing ethical and legal parameters), overpopulation and environmental challenges, an aging society with increased health care demands, plus Canada's increasing income inequality and working-age poverty rates are some of the factors that will create a range of future career options across sectors. The need for watch dog and think tank organizations, social policy and delivery programs along with creative works from the humanities and fine arts will be as relevant as ever in an increasingly techno-dominant world. What seems clear is that the best preparation for the future is active career engagement and management—a life-long learning process—backed by a solid education.

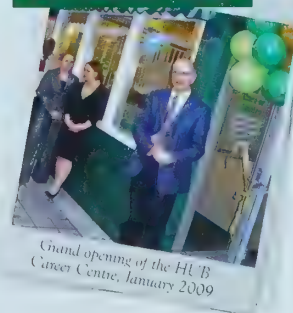
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- ⁸ Statistics Canada, Labour Force Survey, September 2011
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- ¹³ Statistics Canada, Women in Canada: A Gender-based Statistical Report, Sixth Edition, December 2010
- ¹⁴ Statistics Canada, Education Indicators in Canada: An international perspective, 2009

DID YOU KNOW?

- In 2009, 58.3% of women, representing 8.1 million women, were employed. This is more than double the number of women employed in 1976.
- Women in all provinces continued to have lower employment rates than men in 2009.
- While about 73% of employed women worked full time in 2009, women were, nevertheless, more likely than men to work part time.
- Women make up a growing share of employees holding more than one job. By 2009, about 56% of multiple job holders were women.
- A growing number of women are self-employed. In 2009, nearly 1 million women, 11.9% of all those with jobs, were self-employed, up from 8.6% in 1976.
- The majority of employed women continue to work in occupations in which they have been traditionally concentrated. In 2009, 67% of all employed women were working in teaching, nursing and related health occupations, clerical or other administrative positions, or sales and service occupations.
- Women comprised 51.2% of business and financial professionals in 2009, up from 38.3% in 1987.
- Women made up more than one-half (55.2%) of doctors, dentists and other health occupations in 2009, up from 43.1% in 1987. Similarly, 72.5% of professionals employed in social sciences or religion in 2009 were women, compared with 61.4% in 1987.
- Among managers, women tend to be better represented among lower-level managers than among those at more senior levels.
- Women are still a minority among professionals in the natural sciences, engineering and mathematics. In 2009, just 22.3% of professionals in these occupations were women, up marginally from 19.5% in 1987.

Source: Statistics Canada, Women in Canada: A Gender-based Statistical Report, December 2009

25 Years of CAPS



NEW GRANT

provides U of A students with golden opportunity

The Green and Gold Student Leadership and Professional Development Grant, announced by the University in September 2011, provides funding to undergraduate and graduate students to participate in professional development activities, such as conferences hosted by professional associations and like organizations.

The goal of the grant, which is funded by the University of Alberta's Annual Fund, is to encourage and assist students to develop skills and competencies required to become leaders in the workplace and society following graduation. Leadership skills are broadly defined to be those personal attributes and competencies that enable one to work well in a social, professional or business environment to the benefit of the individuals, organization and community involved. These include, but are not limited to:

- social skills (e.g. the ability to negotiate, listen and respond to others, communicate well orally and in writing, and work effectively on committees and at meetings),
- integrity and ethical behavior,
- self-initiative,
- self-management (e.g. task and time

management skills, goals setting and achievement),

- personal accountability,
- perseverance, and
- inspiring others to pursue a goal or vision.

In addition to increasing their opportunities to develop leadership skills, qualities and potential, the Green and Gold Grant benefits students in a number of other ways. By engaging in professional development activities, students learn about the practice of professional behavior and may gain new insights into their chosen profession, including a deeper understanding of the mechanisms and value of continuing professional development. Attending conferences and the like can enrich and enhance students' studies, as well as expose students to networks vital to professional practice and advancement.

To apply for a Green and Gold Grant students must submit an application form in which they clearly explain why the leadership or professional development activity is important to their career or professional aspirations and how it will contribute to the development of leadership

skills or competencies. They must also provide information about the proposed activity, a reasonable budget that aligns with University travel policy and a letter of reference from a faculty member who can speak to the student's accomplishments and potential as a leader.

Applications are considered on a monthly basis, except in June and July, and must be received at least six weeks in advance of the proposed activity date, although earlier application is encouraged. Applications are adjudicated by a committee comprised of two U of A faculty members, two undergraduate students, two graduate students and the Student Affairs Advisor from the Office of the Dean of Students. Coordination and administrative support is provided by CAPS: Your U of A Career Centre staff, who are also available to advise students on putting together a strong application.

More information about the Green and Gold Student Leadership and Professional Development Grant is available at www.greenandgoldgrant.ualberta.ca.

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A PARTNERSHIP WORTH BUILDING ON

The History of Peer Education at CAPS

When CAPS opened its doors in 1986 it launched a unique program designed to help University of Alberta students and alumni with their work search and career development.

This program, called the Student Placement Consultant (SPC) program until 1993, was modeled on the principle of peer education—current students providing both career information and support to fellow students and alumni. Now called the CAPS Peer Educator (CPE) program, it has proven to be a successful model that has evolved and expanded along with CAPS over its 25 years. Since its inception, the program has employed over 500 students on either a volunteer or part-time basis. Through the peer education program CAPS has been able to offer a diverse array of career services to the University community.

The peer education program was initiated on the premise that the best advisors of students are other students. Who, but current students, would be in a better position to relate to and empathize with other students with similar experiences, questions and challenges? It was thought that as long as student advisors were properly trained and given adequate support on a day-to-day basis, they would be impactful advisors for their peers.

Who, but current students, would be in a better position to relate to and empathize with other students with similar experiences, questions and challenges?

In the first year of the program the 14 inaugural SPCs were given two full days of training by a government representative followed by individual and group training sessions by the director. Currently CPEs undergo

an intensive week of training before fall classes begin. The week involves both lecture and hands-on practice facilitated by members of the full-time staff. Training week also serves as an opportunity for the CPEs to begin working together and gel as a cohesive team. Throughout the year CPEs receive ongoing training through group sessions and regular staff meetings ensuring they are comfortable and proficient delivering CAPS services.

Twenty-five years ago the workload was divided according to faculty among the 14 SPCs. Each SPC was responsible for developing presentation materials, facilitating workshops, conducting individual consultations and promoting services to their assigned faculties. The topics covered at that time included job search techniques, resume and cover letter writing, and job interview skill development.

The structure of the peer educator program evolved as CAPS services expanded over the years. The number of peer educators hired increased (at times reaching over 30) and the duties they performed expanded. For a number of years (until 2000/2001) CAPS hired additional students as volunteers (with fewer responsibilities than the CPEs) to lighten the load.

The division of work has taken many forms from peer educators being wholly responsible for all offerings for certain faculties to CPEs being divided into teams with leaders and assigned specific events to coordinate along with handling common duties like conducting individual consultations and providing customer service at the information desk. The team concept later changed to a

structure where each team specialized in a certain type of service. Later, the team concept was replaced with a structure in which each CPE is responsible for a wide variety of services.

Currently CAPS hires about 26 CPEs each academic year. All CPEs are paid, part-time employees and current U of A students. The peer educators are hired into three different roles: 23 Career Peer Educators, two Experiential Learning Program Assistants and one Communications Assistant.

Reporting to the Peer Education Coordinator, Career Peer Educators are responsible for the delivery of the majority of career services offered to undergraduate students. An important part of their role is being the face of CAPS. When you walk through the doors of the CAPS office at SUB or HUB you will be greeted by a smiling, enthusiastic peer educator who is there to assist you. Career Peer Educators provide guidance in building work search tools, interview skills and work search and career management skills. These services are provided through individual consultations or through group sessions like workshops or seminars. Career Peer Educators also moderate events involving guest speakers, like career forums, and provide assistance to employers at career fairs and employer information sessions.

The Communications Assistant works with the Communications Coordinator assisting in promoting CAPS services to the U of A community. The Communications Assistant plays a large role in maintaining CAPS presence in social media and maintaining our list serves. She does a lot of work in the office designing and printing posters,

flyers and other promotional materials but also goes out around campus making presentations about CAPS services. If you see a CAPS booth set up on campus, chances are it is being staffed by our Communications Assistant.

A couple of years ago CAPS launched some experiential learning programming including the Career Mentoring program, Career Information Network and Job Shadow Week. Reporting to the Experiential Learning Coordinator, the role of the Experiential Learning Program Assistants is to promote and explain the programming (both individually to interested students

to my advisor," or "*She understood where I was coming from and gave me great advice to help me fix my resume*" (from individual consultations).

We hear similar comments from group sessions, "*The facilitator of the workshop was very knowledgeable and was able to answer all of the questions we had*" (from a resume building workshop) or "*The hands-on approach taken by the facilitators was very effective in allowing me to practice the skills being taught*" (from a resume working group). Along with quality, the quantity of services we are able to offer expands when peer educators deliver

mentioned that working on campus and the flexibility the job offers was a major factor in choosing to become a CPE.

The chance to meet employers is a large benefit for CPEs and it is often commented that the opportunity to do so was one of the big draws to the position in the first place. It should be noted that many peer educators through the years have found their first jobs after graduation from contacts made while being employed at CAPS. Of course, peer educators hone their work search tools and perfect their work search skills through the training they receive at work.

Alumni of the CPE program often reference the importance of the position as a stepping stone into their careers after graduation. Many former CPEs were inspired by the work they did with CAPS, so much so, that they pursued work in career development or student services at post-secondary institutions. One of these CPEs mentioned that working as a CPE not only inspired her but gave her the confidence to take on the role when it came up.

Even if their future careers took them on a different path, alumni still often reference the skills they attained as a CPE as being applicable and helpful in finding a job and succeeding in it. Some reference their confidence in public speaking while others reference working with others and customer service. One CPE mentioned how the position helped her diversify her own career path, "*Having helped others with their career development equipped me with the knowledge, skills and motivation to discover and pursue my own career pathways.*"

Looking back over the past 25 years it is clear that the CPE program has evolved along with CAPS to offer the best career services possible to students and alumni. Those changes are likely to continue over the next 25 years. Whichever form it takes, the CPE program has been, and continues to be, an integral part of CAPS and a truly valuable experience for students. If you are interested in applying to become a peer educator or have any questions about the program, please contact Keith Haimila by phone at 780-492-4219 or email at keith.haimila@ualberta.ca.



CAPS Peer Educators, 2011-12.

and in information sessions), ensure the programs run smoothly, meet participants' needs and help evaluate the programs for future improvements.

Through all of the different models of the peer education program, the underlying goals have remained constant. In short, these goals are to provide excellent career services to the University community and to provide the peer educators with valuable work experience. Throughout the years the program has proven to be successful in meeting its goals providing a win-win arrangement for its stakeholders.

CAPS itself greatly benefits in many ways from having the peer education program in place. A clear benefit is the consistently high quality of service given by the peer educators. It is common to hear very positive feedback from clients including, "*I felt so comfortable talking*

many of the services. In addition, having a new group of enthusiastic, energetic and dedicated students to get to know and work with each year translates into a constantly vibrant and positive work environment within CAPS.

Throughout their employment at CAPS, peer educators build and develop a host of valuable skills that are immediately and directly transferable to the work world. These include such skills as customer service, facilitation and moderation, advising skills, organization, time management, team work and self-motivation. The value of these experiences is apparent in comments from CPEs including, "*I feel much more confident public speaking because of my experience at CAPS*" or "*Working at CAPS has forced me to become more organized and more confident that I can handle anything.*" Also, it is often

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A Fairy Tale SUMMER JOB

Once upon a time in a not so far away place it was difficult to find a summer job. Anyone looking for work would wander from village to village knocking on the doors of every ogre, witch and evil stepmother. This was hazardous because at every stop it was impossible to predict if one would get chased away, cursed or given a job as the chimney sweep.

Today, CAPS: Your U of A Career Centre, the fairy godmother to all job seekers, has vanquished many of the challenges once associated with the quest of finding a summer job. By holding the extravagant Summer Job Fair and summoning both interested employers and job seekers, CAPS has decreed finding a summer job easier than slaying a dragon. Partake in the following tips to ensure you are at the height of job fair decorum.

- Find out which employers are attending, the town crier (www.caps.ualberta.ca), has a list of employers who received and accepted golden invitations.
- Practice introducing yourself. Imagine fumbling your words in front of a prince or princess! When you arrive at the ball, speak to a few less enticing organizations to increase your confidence before approaching the fairest employer of them all.
- Update your resume; don't forget to include your last position as an entry-level wizard's apprentice. Bring a few copies of your resume to the fair for interested employers.
- Dress to impress. No need to wear your best ball gown but don't wear the rags you polished the pumpkin carriage with.
- Ask questions. You want to find an organization that fits you like a glass slipper.
- Collect information that may be of use. Don't be greedy and snatch up every fountain pen and satchel you lay your eyes upon.
- Refrain from attending the fair in large groups. It is easier to connect with an employer in shining armor if you have a chance to speak one on one.
- The fair is for networking and speaking with potential employers, so save your lunch for later. You wouldn't want a piece of wild boar stuck in your teeth!
- Though we all enjoy magical modern technologies such as cell phones and mp3 players, turn them off while at the fair. Your favorite tune or e-scroll can wait.
- After the fair, follow up with employers by sending out thank-you messages, job applications and carrying through on any other promises you made. Beware of the unemployment goblin who will curse you if you don't!

Following these tips for the Summer Job Fair will lead you to your summer of happily ever after.



Koreen Bennett
(nee Trefanenko)

Graduate PROFILES



Maureen Ference
(nee Trefanenko)

Maureen Ference

Bachelor of Education with Distinction (Elementary Generalist, Special Education Minor), 1992
University of Alberta

Master of Arts in Education (Focus: Leadership and Administration), 2002
San Diego State University

Worked at CAPS:
September 1989 to April 1992
as a Student Placement
Consultant

Koreen Bennett

Bachelor of Education with Distinction (Business Education Major, Family Studies Minor), 1989
University of Alberta

Master of Counselling (Specialization: Counselling Psychology), 2011
University of Calgary

Worked at CAPS:
September 1986 to April 1989
as a Student Placement
Consultant and Summer 1989
as a Publications and Project
Coordinator

Why did you decide to pursue a career in education? Did your educational experience (including involvement in student groups, extracurricular activities or work experience programs) influence or contribute to your decision to pursue your career in education?

BOTH: We don't recall a time when we didn't want to be educators. However, early experiences did confirm our passion for working with children.

One thing we did was not wait for opportunities to find us; we went out and looked for opportunities that would contribute to the betterment of our community and at the same time develop our leadership skills.

MAUREEN: I was fortunate to volunteer then eventually work for the local youth summer parks program in my high school years. After high school I worked along with my sister to present babysitting courses to students. I also took on the role of T-Ball coordinator and coach with the local little league baseball association. When I wanted to volunteer at the local group home there was no such position available. So, I approached the supervisor and together we developed a volunteer position for me as a youth worker.

Other experiences where I gained teaching and leadership skills included working at and then managing our local swimming pool prior to attending university. While attending university, I worked at the Student Placement Office in St. Paul and

then as an Area Coordinator of the North Eastern Alberta Hire-A-Student office during the summers and at the Alberta Urban Municipalities Association during the school year.

While in university there were many opportunities to give back to the university or to our community. This included volunteering with the Disabled Students' Association, Education Students' Association and the Study Buddy Program.

KOREEN: Prior to my post-secondary education, I immersed myself in activities that involved teaching and working with children. I was a volunteer tutor for youth and teens and was a Summer Playground Youth Program Assistant. This led to paid employment as a Program Supervisor followed by a promotion to Program Coordinator of the playground program. During my post-secondary studies, I aligned myself with jobs that were similar to what I was doing at CAPS. I was a Student Placement Officer and an Area Coordinator for the local Hire-A-Student Program in North Eastern Alberta. I also took on a leadership role with the Education Students' Association that led to some speaking engagements. It was a great experience to expand my skill set in the areas of teaching and helping others before I commenced my work in a school setting. The leadership experience I gained gave me the confidence to work with a diverse group of people with varying needs.

What do you like about being a teacher? What are some of the challenges?

BOTH: In education, we have the opportunity every day to make a difference to the students and staff around us.

MAUREEN:

A quote from Leo Buscaglia that I tag on my e-mails reads:

*Too often we underestimate
The power of a touch, a smile,
A kind word, a listening ear,
An honest compliment,
Or the smallest act of caring,
All of which have the potential
To turn a life around.*

I have always had a vision of what a great school would feel, look and sound like for students, their parents, colleagues and our volunteers. My vision reads: *Every individual feels recognized and cared for and leaves each day feeling respected, successful, confident, and comfortable with his/her continued efforts to teach academic and personal excellence in all his/her actions and interactions with others.*

In the current role I have as principal of a middle school, I have the opportunity to shape the school's culture into one of respect and caring where there is both beauty and challenge in learning. I do this by surrounding myself with amazing staff members who put relationships with their students and colleagues as a priority and who continue to not only challenge themselves but energize, excite and challenge their students to explore their talents and find their passions.

KOREEN: The thing I like best about being a teacher and now in my role as school counselor is that I get to meet wonderful students and develop relationships with these students. My job is never boring; every day is different. I enjoy witnessing 'aha' moments in a student's learning. And, at the end of each day, it is very rewarding knowing I've made a difference in a student's life.

BOTH: Challenges? It all comes down to how you look at the challenges that are presented to you. Henry David Thoreau says, "It's not what you look at that matters, it's what you see."

We see adversity as a gift; a new way to look at things, a learning experience, a time for self-reflection. But it all starts with attitude. We believe that the attitude towards these experiences is the most important choice we make each day as individuals. Our greatest growth as individuals and as teachers has been through the challenges we have encountered.

In any position, time often becomes our greatest challenge. Balancing work, family

and leisure continues to be a challenge. We love all the roles we have: daughters, sisters, wives, parents, friends and educators. Giving our best to all of these roles is a rewarding challenge.

What was your favorite thing about working at CAPS?

BOTH:

The best part of working at CAPS was the relationships that were built between our colleagues and with the students that we assisted. We were fortunate to work with leaders who were open to our suggestions, flexible with our schedules and confident with our skills. They lead with a tight/loose leadership style, allowing us to share our strengths and passions with other students and also providing us with the necessary training and support to take on these leadership roles. The independence and trust that we were afforded helped facilitate the development of a strong program for education students.

What did you learn from working at CAPS that helped you in your career?

BOTH: We believe that our most valuable resource is the individuals that surround us. Therefore, working with and helping individuals, who themselves were students, not only provided us with lasting friendships, but also new strategies, ideas, concepts and beliefs that helped us grow as individuals and eventually as school leaders.

MAUREEN: From the learning I gained from working at CAPS, in particular about resume writing, job search techniques and interview skills, I was able to share with students each year at the high school I taught at. In 2005, I had the opportunity to design and present two workshops at the Western Canadian Educational Administrators' Conference in Kananaskis. One was titled *Marketing Your Best Self as an Educator*. To prepare the workshop, I contacted Joan Schiebelbein, my former supervisor at CAPS, to get current information on the hiring practices of school districts across Canada. She provided me with the necessary information that allowed me to offer a quality workshop.

Since I graduated from University, I have been assisting individuals from various fields with their resume writing and interview skills on a volunteer basis. I do this in person, over the telephone or via e-mail.

In 2006, I graduated from the two-year National Staff Development Council Academy. The goal of the Academy was to develop and enhance the leadership,

planning and facilitation skills necessary to support school and district-focused staff development. This training helped me in my current volunteer role as an Administrator Instructors Corps with the Alberta Teachers' Association (since 2005). I design and present workshops to school districts, schools, administrators and teachers throughout Alberta. My favorite is the workshop I designed for new administrators that I present every fall titled *Small strategies that make a big difference: Leading and managing a school effectively*. This workshop is a compilation of all the little things I learned along the way; some of the adversities I was faced with but chose to learn and grow from as an individual and leader.

KOREEN: One story I share with my students is the application process I underwent for a job with CAPS. Jennifer Yip-Choy, the director at the time, spearheaded a six-person panel interview. She asked me what my weakness was. I proceeded to say I was shy. For the remainder of the interview I had to prove to the panel of interviewers that I was, indeed, not that shy and could do a very effective job as a Student Placement Consultant. It was a great lesson in promoting myself and articulating my skill set to others. This learning transferred into my work with my peers as they developed their resumes.

Challenges? It all comes down to how you look at the challenges that are presented to you. Henry David Thoreau says, "It's not what you look at that matters, it's what you see."

Working at CAPS helped me gain confidence and refine my organizational and time management skills—skills that have been invaluable in my career and personal life. In particular, the writing and revising skills I developed while working as a Publications and Projects Coordinator with CAPS gave me the confidence to develop a student/instructor manual and accompanying resources. I developed this resource to assist me in the instruction of a 15-hour continuing education computer course that I taught to adult learners through Elk Island Public Schools.

The peer education program has evolved over CAPS' 25 years. Is there anything you did in your job at CAPS that current student staff might be surprised to learn about?

KOREEN: I was one of the pioneers who shaped and developed what CAPS is today. With that, I got to experience a lot of firsts.

I initiated, organized, and chaired the first annual University of Alberta Education Employer Career Forum.

I also had the unique summer position of Publications and Projects Coordinator where I

- Coordinated the production of a national job search publication for students seeking a career in the education field, titled *Focus on Education*
- Prepared two booklets, *The Education Interview Guide* and *The Education Career Planning Guide*, for use

by Education graduates seeking employment

- Wrote articles relating to job search skills and edited and summarized information for publication
- Researched and collected job search and career information

BOTH: Often we would be asked how we could assist students with their resumes and interview skills, when we ourselves were applying for the same positions. Our belief system was grounded on sharing our knowledge and giving back to others. We were there to help individuals recognize their special skills and talents then help them promote these skills and talents to potential employers. This mirrors what we do in the classroom as a school counsellor and as a principal: facilitate the learning process so everyone can reach his/her potential and possibly surpass his/her dreams. Helping our peers find employment gave us such self-satisfaction. Seeing quality individuals achieve their dream of teaching was a gift

in itself. Even though we were helping our peers who were applying for the same jobs as us, we knew that the right job in the right school would come our way. And they did. We secured teaching jobs in our respective areas of study at graduation.

We continue to advocate personal and professional development with our families and those we work with. We believe that the avenue of continued life-long learning will continue to build leadership capacity in others. In our current roles of school counselor and principal we believe this will improve both a school's culture and structure and will intimately enhance student learning and achievement. We have been fortunate to learn from amazing individuals and now assume the responsibility to share our knowledge with others and help guide students and educators to implement personal change and school change with the goal of having a positive impact on the students they teach, the colleagues they work with and the communities they live in.

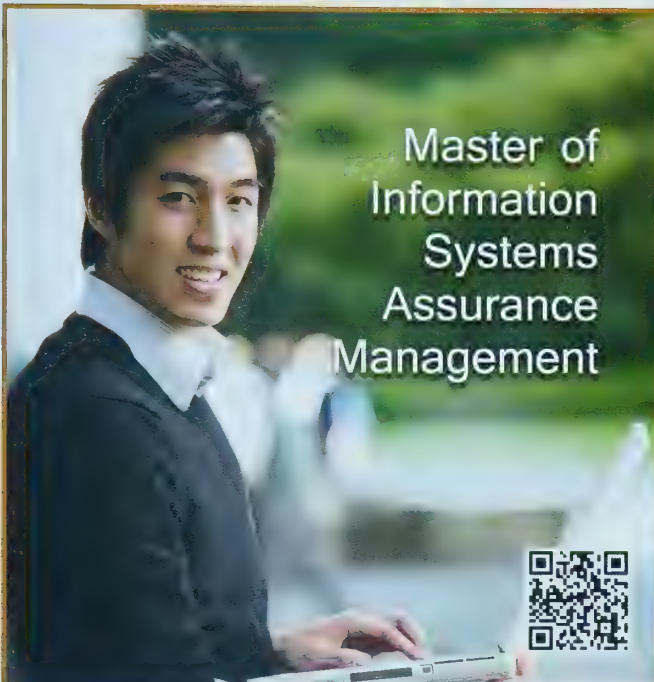
93 VOLUNTEERS!

The following people volunteered at CAPS between July and December 2011 to support students' career development. Thank you—you have each made a difference.

Ben Adlam, Target
Sean Albers, Summit Valve and Control
Cheryl Anderson, University of Alberta, Dean of Students
Joanne Bain, CGI Information Systems & Management Consultants Inc.
Ellen Bremner, Catholic Social Services
Lyn Cardus, For Paws Ltd.
Karen Cetnga, Royal Alexandra Hospital
Tony Chan, TD Waterhouse Financial Planning
Chelsey Chapman, Public Affairs Bureau
Bruce Chisholm, Canadian Food Inspection Agency
Mecailla Christensen, Alberta Seniors & Community Supports
Graham Ciciarelli, Graham OT Consulting
Lisa Claproot, University of Alberta, Provost and Vice-President
Dan Closson, Cleankeys Inc.
Dan Cloutier, Power Ecosystems
Karly Coleman, Mountain Equipment Co-op
Michael Cook, Alberta Sport Development Centre
David Damian, JCI Edmonton
Wassim Daoud, Honeywell Process Solutions
Maria David-Evans, Government of Alberta, Aboriginal Relations
Nadine Desaulniers, University of Alberta, Dean of Students
Shana Dion, University of Alberta, Aboriginal Student Services Centre
Kristen Flath, University of Alberta, Dean of Students
Scott Forrester, CBI Burnwood Physical Therapy
Robin Fraser, Government of Alberta, Alberta Employment and Immigration
Naomi Fraser, Agriculture Financial Services Corporation
Bill Gillespie, Edmonton Police Service
Paul Givens, WorleyParsons

Adam Gorecki, Ford Motor Company of Canada
Kent Graham, Alberta Health Services
Tevor Grams, Enbridge Pipelines
Linda Greaves, Community Aids to Independent Living
Sadhna Gupta, Alberta Employment and Immigration
Jaya Gurjar, Incite Marketing
Bekki Hall, Inside Education
Gordon Houlden, China Institute
Casey Hudson, BioWare
Sue Huff, Alberta Party
Ashley Hunka, University of Alberta, International
Yanina Jackson, Pfizer Canada Inc.
Emily Kay, Altech
Simon Knight, C3
Brittany Kustra Janz, Yelp
Denis Lacroix, University of Alberta, Libraries
Aaron Langan, University of Alberta, Dean of Students
Allison Lennox, Edmonton International Airport
Barbara Mah, Alberta Foundation for the Arts
Grant Mann, Investors Group
Raymond Matthias, University of Alberta, International
Steve McIsaac, Inside Education
Yukari Meldrum, Edmonton Japanese English Consulting
Krysta Mirzayans, Intuit
AJ Mooney, Intuit
Chad Nedohin, CoSyn Technology
David Newman, University of Alberta, Dean of Students
Robin Nicol, Gilead Alberta
Sergey Nikitin, Alberta Health Services
Susan Novak, Alberta Livestock and Meat Agency
Sharon Olesen, Alberta Motor Association
Bahati Padmanabhan, Pfizer Canada Inc.
Mike Palynchuk, Investors Group

Ivy Panganiban, University of Alberta
Sam Pathirana, Qi Creative Inc.
Shawn Paulson, Stantec
Andrea Petryk, Centre for Autism Services Alberta
Sarah Polkinghorne, University of Alberta, Libraries
Nina Redding, North American Construction Group
Ken Regan, CKUA Radio
Brooke Rose, Alberta Cancer Foundation
Thomas Roy, BioWare
Klaus Rubba, Fluk Entertainment
Ihsan Sassi, Alberta Health Services
Amit Saxena, Devon Canada Corporation
Cori Schmitz, University of Alberta, Occupational Therapy
Nick Schwinghamer, Eleven Engineering
Pankaj Sharma, Bantrel
Anthea Smith, Edmonton Humane Society
Tom Spiller, Canadian Food Inspection Agency
Garry Spotoski, City of Edmonton
Lorne Stewart, Catholic Social Services
Kurian Tharakan, Acton Consulting
Ashley Tomson, DiverseCity Housing
Anthony Traficante, Alberta Soccer Association
Ken Unruh, Magna IV Engineering
Maddy Wang, University of Alberta
William Watson, Millard Health
Lisa Whitson, Paul Kane High School/Rare Form Theatre
Dan Wilson, Invidi Technologies Corporation
Randy Wimmer, University of Alberta, Education
Katie Worobec, Hostelling International-Canada
Kathy Worobec, Green Learning
Erin Wright, Apple Schools
Tom Zabel, Voice Construction



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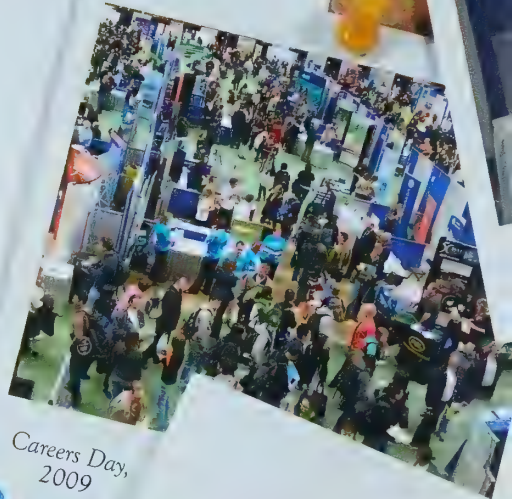
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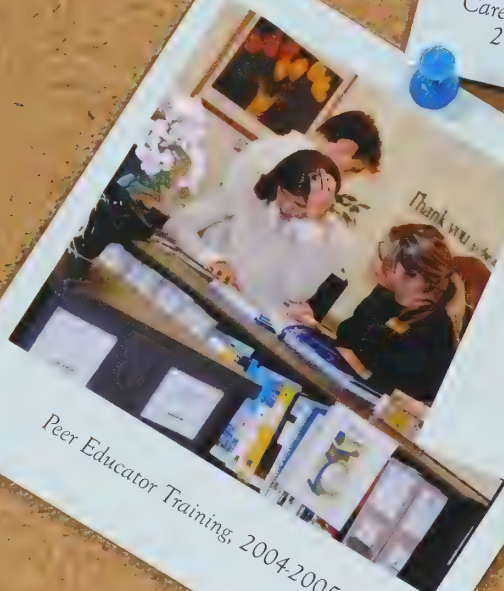
CAPS

celebrates
25 years

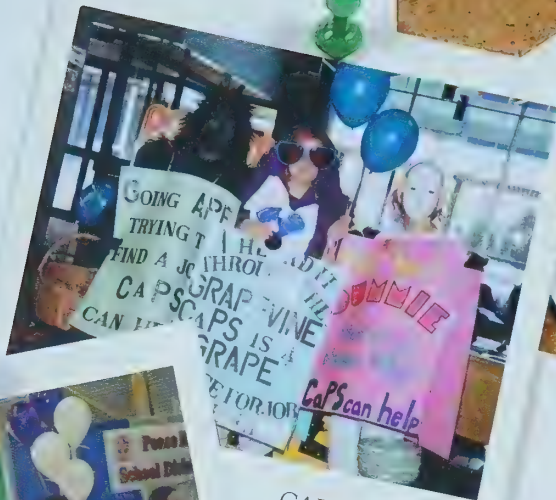
CAPS
Your U of A Career Centre



Careers Day,
2009



Peer Educator Training, 2004-2005



CAPS 'guerilla marketing', 1991



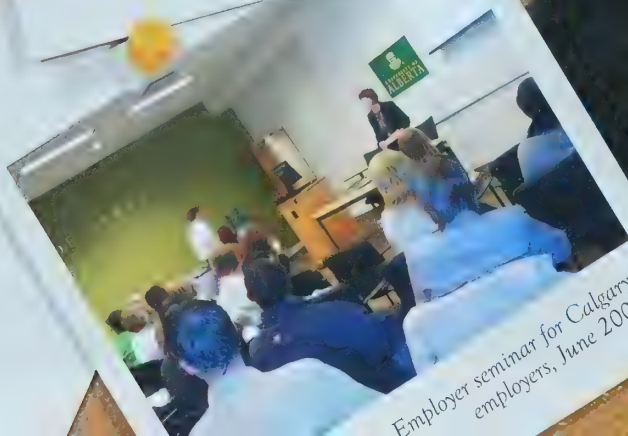
Lift off! Janis Shaw and Wendy Coffin getting ready for Careers Day, 2001



CAPS booth at the Education Career Fair, 2004



CAPS booth at a career fair in the early 1990s



Employer seminar for Calgary employers, June 2009



CAPS Open House, November 2011

THE EDUCATION CAREER FAIR 2012

Education Career
Fair 2012
Butterdome
Monday, January 16
10 a.m. to 4 p.m.



FOIRE D'EMPLOI EN EDUCATION 2012

Exposé d'emploi en
Éducation 2012
Campus Saint-Jean
Lundi 16 janvier
10 h à 4 h
dans le gymnase de
Campus Saint-Jean,
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Where do you think you'll be in 25 years?



I want to be a couple's counsellor specializing in alternate relationships.

Holly Arts



In Vancouver writing for a Canadian science fiction TV show.

Aerin Arts



Sitting on a beach, retired, signing cheques for my global empire.

Murtaza Arts



Running my own archeological excavation in Turkey.

Lindsay Arts



I want to be happy, be able to travel, use my teaching degree for Teachers without Borders and be surrounded by people I love.

Tiffany Education



I hope to be in Vancouver or China and working in my field [industrial design] where the possibilities are endless. I want to incorporate my hobbies into my work and be happy and free.

Fren Education / Design



Teaching at a university level and pursuing my research in Classics while living in my own house with a backyard for my dog.

Kathryn Arts



I would love to be an aerospace engineer working on an interesting project. If things don't go well (if civilization collapses) I'll be living in a fortified bunker in the Rockies.

Connor Engineering



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Labour Market Resources

Edmonton Economic Development Corporation (EEDC) Edmonton Economic Statistics

(www.edmonton.com/for-business/edmonton_economic_statistics.aspx):

Released each month, this resource includes information on Edmonton's labour market, such as the unemployment rate and the percentages of full and part-time employment. The summary also includes data from the previous month for comparison purposes.

Industry Profiles

(employment.alberta.ca/BI/2652.html): Prepared by the Government of Alberta, this publication looks at demographics, such as age and gender of employees, size of employer, wages and associated professional organizations for each industry profiled.

OCCInfo

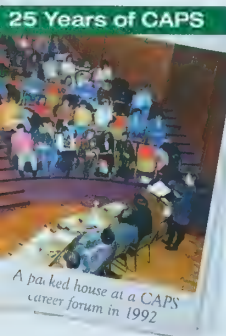
(alis.alberta.ca/occinfo): Not only an excellent information source for educational and work requirements, OCCInfo is also a place to learn about the outlook or prospects for each occupation in Alberta. When users look up an occupation in OCCInfo, the profile will state if the outlook for the job is below average (less than 1.5% increase in available positions), average (a 1.5 to 2.5% increase) or above average (greater than 2.5% increase in available positions). The profile will also explain if there are seasonal employment fluctuations or turnover which could indicate an increase in opportunities for that occupation.

WAGEInfo

(alis.alberta.ca/wageinfo): Have you ever been asked to quote salary expectations in an application or wanted to research the wage for an available position? WAGEInfo is an online database of salary information for Alberta, searchable by key word, job title, salary range or NOC number. The results are based on a survey of Albertan employers which is conducted every two years and includes a statement about data reliability for each job title.

Skills Shortages in Alberta

(employment.alberta.ca/BI/2654.html): Provides a listing, by occupational class, of the unemployment rates for various occupations. For example, the unemployment rate in the first quarter—January to March—of 2011 for Nurse Supervisors and Registered Nurses was 0.2%; 1.8% for Professions in Art and Culture, which includes librarians, editors and musicians, and 2.1% for Professionals in Natural and Applied Sciences, which includes geologists, engineers and statisticians. The unemployment rate for all occupations in this quarter was 5.8%.



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- 12 elementary schools
- one middle school
- one senior high school
- one 7-12 school
- outreach programs



Medicine Hat School District No. 76
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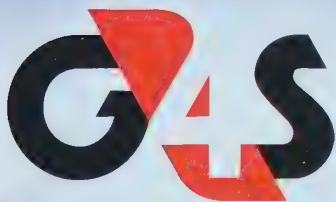
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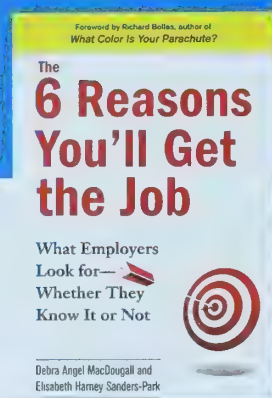
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Group 4 Securicor



The 6 Reasons You'll Get the Job



What Employers Look for— Whether They Know It or Not

by Debra Angel MacDougall
and Elizabeth Harney Sanders-Park
2010 Prentice-Hall Press

Endorsed by Richard Bolles, the author of *What Color is Your Parachute?*, *The 6 Reasons You'll Get the Job* explains what employers look for when they screen candidates to interview. The authors of the book have distilled the employer wish list into six categories: Presentation, Ability, Dependability, Motivation, Attitude and Network, or PADMAN, and describe how to address each of these categories either in an initial informal meeting with the employer, on the resume or in the formal interview.

The authors examine each category in depth covering topics such as professional presentation, how candidates show, or fail to demonstrate, reliability and motivation and how to use a personal network to find employment opportunities or secure an interview. The book is unique because it explains from the employer's perspective how candidates' qualities are measured and can supersede demonstrated ability (such as a degree or previous work experience) especially when other candidates possess the same abilities.

The authors focus on how candidates can explain their transferrable skills to potential employers—by preparing

relevant stories and providing demonstrable facts. They include anecdotes and examples to demonstrate effective employment of their techniques.

A significant portion of the book is devoted to overcoming a wide range of barriers to employment, such as pursuing a career transition when one has limited or no experience in the new occupation or easing employer concerns about accommodating a disability. Though some barriers are protected by human rights legislation, the authors are frank in explaining that employers may not realize they are discriminating against a candidate. The book suggests how candidates can deal with these issues by turning them into strengths. If the reader is dealing with a lack of industry experience, a common concern amongst recent graduates, the authors explain how the candidate can memorably articulate their strengths to an employer. A memorable candidate, one that is thought of positively by the employer, will most often receive an offer.

Filled with examples and techniques readers can easily use, *The 6 Reasons You'll Get the Job* is for work searchers who need to improve their application

materials and their techniques for approaching employers. By taking the employer's perspective, the book has a unique point of view and a matter-of-fact style.

CAPS CAREER RESOURCE CENTRE



The CAPS Career Resource Centre is home to almost 1,400 publications on career management, occupational choices and work options, work search, writing work search tools, interviews and more. Have you checked it out lately?



NORTHLAND SCHOOL DIVISION NO. 61 TEACHING OPPORTUNITIES



Northland School Division No. 61 invites interested teachers to apply for teaching positions anticipated in all subject areas and grade levels for the 2012-2013 school year. Twenty-three schools in the division offer instruction in grades K-12 to 2400 students in northern Alberta.

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All teaching positions are advertised on our website at www.northland61.ab.ca (employment link) and each posting indicates how to apply for specific competitions. As well, our vacancies are posted on Education Canada's Website: (www.educationcanada.com) and ApplytoEducation website www.applytoeducation.com.

Northland School Division No. 61, P.O. Bag 1400, Peace River, Alberta T8S 1V2. Phone: (780) 624-2060 Fax: (780) 624-5914 Email: Diane.Holt@northland61.ab.ca Website: www.northland61.ab.ca

"The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind." Kahlil Gibran

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Ask an Employer

How on-campus recruitment has changed over the past 25 years

We dug deep and found three on-campus recruiters who have been in the field for between 15 and 25 years. Two of them are still actively working in recruitment and the third is happily retired. They share their insights on the changes and constants they have experienced over the past 25 years.

What has been the most significant change you have experienced in on-campus recruitment?

Bil Chinn: Students express a desire to act independently and to conduct business online. There is an expectation of broadly ranging flexibility in meeting requirements which sometimes causes issues when trying to fit graduates into the employer-driven structure. This shift has made recruitment way more interesting and infinitely more challenging.

Pat Chatelain: The biggest change over the past 25 years has been the implementation of technology. Years ago resumes arrived in boxes; they were sorted into piles for review. Technology was hard to deal with at first and for several years during the change. While each university implemented different computer systems, job posting systems and applicant processes organizations also implemented applicant tracking and job posting systems – many times they were not compatible. The journey to get where we are today was a long and painful one.

Bil Chinn, Edmonton Public Schools: Bil is reaching the end of an incredibly fulfilling career with Edmonton Public Schools. Initially teaching junior and senior high and working with a drama troupe at the elementary level, he has spent close to the past 25 years with Personnel/Human Resources in the area of recruitment and staffing.

Pat Chatelain, Syncrude: Pat spent many enjoyable years with Syncrude and working in on-campus recruiting for the latter part of the 1980s and then again from 2001 until her retirement in 2009. As Pat worked in a resource industry, she worked hard to successfully recruit and retain good staff.

Jennifer Lamb, SCM Insurance Services: Jennifer spent the last 21 years in recruitment and as a human resources generalist for major Edmonton organizations where she has seen changes in how candidates are hired. She has also been an instructor in human resources management with the U of A Faculty of Extension. Currently, Jennifer is Manager, Talent Acquisition at SCM Insurance Services, a national organization of 1700 employees.

Jennifer Lamb: The “sell” has moved from the impetus solely being on the candidate to sell their skills and abilities to the organization having to “sell” the job to candidates. With the shift to fewer applicants the employer has only a few top-qualified candidates who are often already in competition for opportunities elsewhere.

Through all the changes over the past years what has remained the same?

Bil Chinn: The eagerness, sincerity and enthusiasm of many graduates. Applications received through job postings at CAPS are consistently among the more complete and promising packages we receive.

Pat Chatelain: The one constant has always been the quality of students coming out of the University of Alberta as well as the benefits that new grads bring to the organization.

Jennifer Lamb: That the applicant must still put together a professional resume and covering letter that clearly highlights what they offer a prospective employer. Candidates must still be prepared to answer questions about their background, experiences and qualifications that will assure the interviewer they are the best fit for the role.

What changes do you see coming?

Bil Chinn: Sadly, one change I see (and regret) is the decline in demand for use of job search/career planning services. Unless one finds a way to deliver what it seems 21st century job seekers expect, I fear they will continue to act increasingly independently and employers will subsequently bend to this behavior.

Pat Chatelain: The up and down of Alberta's economy is something that will continue to affect and change on-campus recruitment. There will be times of fewer applicants and times of fewer opportunities.

Jennifer Lamb: I see a change in campus recruiters being human resources specialists to becoming sales and marketing specialists. Organizations are going to have to continually push the envelope to find creative ways to source and entice candidates. Recruiting is moving away from transactional activity in human resources to more of a search firm within the organization. As a result, employers will be hiring recruiters who may not have an education in human resources but can source candidates.

Introducing the Undergraduate Research Initiative

The Undergraduate Research Initiative (URI) office is now open and ready to help you! It was launched in September 2011 to help U of A undergraduate students learn why and how to get involved in research activities and creative works.

The URI office has four main objectives:

- 1 To raise students' awareness of and interest in undergraduate research.
- 2 To support students in developing the knowledge and skills needed for participation in undergraduate research.
- 3 To facilitate opportunities for students to engage in undergraduate research.
- 4 To assist students in disseminating and celebrating undergraduate research results and achievements.

While it might seem intimidating to think about research while you're an undergraduate student, keep in mind that starting out with the question of why—and how, when and what if—is really what underlies most research endeavors. Through research, you solve a problem, find a solution or expand understanding.¹ As a student, you are actually carrying out activities that are part of the research process all the time, including drafting computer software, doing literature reviews and assembling group presentations. However, in order to get involved in more advanced research and creative works, you'll need



to be intentional and focused. This is where the URI comes in.

Here are a few of the URI services available to you:

- **Online resources and information**
Tips on how to approach a faculty member, find funding, design a research poster and other comprehensive resources.
- **Inventory of Undergraduate Research Opportunities**
Paid and unpaid research opportunities, methodology courses and activities in one place.
- **Undergraduate research funding**
Funding for students and faculty to cover the costs associated with undergraduate research activities and creative works.
- **Panels and presentations**
Free educational seminars including how to get started in research and how to write a conference abstract.
- **Brokering and faculty advising**
Faculty members and graduate students host regular Researcher in Residence hours where you can get individual advice.
- **E-newsletter of opportunities and events**
Regular e-newsletter that includes events, symposia, calls for papers and more. To stay abreast of the most current happenings, sign up for the e-newsletter on the URI website.
- **Field trips**
Let the URI take you behind the scenes in U of A research labs and institutes.
- **Physical meeting space**
Do you need a place to meet with your student group or supervisor? Use the tables, chairs, couches (and coffee!) in the URI office.

To learn more, contact the Undergraduate Research Initiative:
2-701 SUB, North Campus
780-492-3474

uri@ualberta.ca
Monday to Friday
8:30 a.m. to 4:30 p.m.
(closed from 12 to 1 p.m.)
www.uri.ualberta.ca



¹ Wisker, G. (2009). The undergraduate research handbook. New York: Palgrave Macmillan.



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Career Connections Readership Survey



CAPS wants to know what you think of Career Connections. The more we know about what you think, the better we are able to meet your needs.

Career Connections magazine is published by CAPS: Your U of A Career Centre in September and January of each year and is intended to provide career-related information to the University community.

To show our gratitude for your feedback you will be entered to win a \$50 gift certificate from the University of Alberta Bookstore. Please note that you will be asked to provide your email address to be entered into the draw. We will not use your email address for any purpose other than to inform you if you have won the prize.

There are few ways you can do this:

- ① Fill out the following survey, tear it out and mail it or drop it off at
CAPS: Your U of A Career Centre
2-100 SUB University of Alberta
Edmonton, AB T6G 2J7
- ② Go to the following link online:
<http://ca.studentvoice.com/uAlberta/careerconnectionsreadershipw11>
- ③ Scan the QR code with your smart phone or tablet
and fill out the survey right now.

1. Have you ever seen a copy of *Career Connections*?

- ☐ Yes (proceed to question 2)
☐ No (proceed to question 10)

2. Have you ever read anything in *Career Connections*?

- ☐ Yes (proceed to question 3)
☐ No (proceed to question 10)

3. How many issues of *Career Connections* magazine have you read?

- ☐ This is the first issue I have seen
☐ Two to three
☐ Three to six

4. How do you usually access *Career Connections*? (check all that apply)

- ☐ Picked up at the CAPS office or handed to me at a CAPS event
☐ Handed to me somewhere on campus (e.g. at an in-class announcement or while you were walking to class)

- ☐ Insert in *Folio*
☐ Picked up at a magazine stand
☐ Mailed directly to me
☐ E-mailed directly to me
☐ A link on the CAPS website
☐ A link on another website
☐ Other; please specify _____

- ☐ Learned about a new employer
☐ Referred someone to an interesting article
☐ Referred someone to CAPS
☐ Discussed an article with someone
☐ Saved an article or issue for future reference
☐ Contacted CAPS for more information
☐ Visited the CAPS website
☐ Visited the CAPS Facebook page
☐ Attended a CAPS event
☐ Took a new step in my career
☐ Took no action
☐ Other; please specify _____

5. Which of the following are outcomes have you had from reading an issue of *Career Connections*? (check all that apply)

- ☐ Learned something new about work or careers
☐ Learned something new about CAPS

6. What do you like the most about Career Connections?

7. How can Career Connections be improved?

8. Have you read other career-related publications?

- ☐ Yes (proceed to question 9)
☐ No (proceed to question 10)

9. Overall, how do other career-related publications compare to Career Connections?

- ☐ Better than
☐ Not as good as
☐ Comparable to

10. How would you prefer to receive Career Connections?

- ☐ In print
☐ Online
☐ No preference
☐ I am not interested in receiving Career Connections

12. What would you like to see in future editions of Career Connections?

11. How interested are you in the following content?

- Advice from employers about career and work search
 Information about different industries or sectors
 How to research career options
 What you can do during university to enhance your employability
 How to effectively search for work
 How to apply for work (i.e. resumes, cover letters, interviews)
 Learning about the careers of U of A graduates
 CAPS resources and services
 Advertisements from employers interested in hiring U of A graduates

Extremely interested	Very interested	Moderately interested	Slightly interested	Not at all interested
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13. Do you have any additional comments about Career Connections?

14. How do you currently identify yourself in relation to the University of Alberta?

- ☐ Undergraduate student (Bachelor) (proceed to question 17)
☐ Graduate student (Master, PhD) (proceed to question 17)
☐ Postdoctoral fellow (proceed to question 17)
☐ Alumni (proceed to question 17)
☐ Staff member (proceed to question 15, 16 and 17)
☐ Member of the public

15. What type of staff are you? (for staff members only)

- ☐ Faculty member
☐ Other U of A staff

16. Do you provide career advice to students? (for staff members only)

- ☐ Yes, my role formally involves providing career advice to students and/or alumni
☐ Yes, my role informally involves providing career advice to students and/or alumni
☐ No, my role does not involve providing career advice to students and/or alumni

17. With which area of study do you identify? (for all except members of the public)

- ☐ Business
☐ Education
☐ Engineering
☐ Fine Arts
☐ Health
☐ Humanities
☐ Law
☐ Physical Education and Recreation
☐ Social Sciences
☐ Science
☐ Other; please specify

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AC&A Western Canada
Laird Electric Inc.
Lakeland College
Lakeland Credit Union
Lanmark Engineering Inc.
Larissa Horbay
LASIK MD
Latta Corporation
Learning Through Play
Montessori Day Care
Leduc Group of
Companies
Legal Resource Centre

Les Petits Soleils Inc.
Preschool & Before and
After School Care
Liverpool John Moores
University, School of
Pharmacy
Loblaw Companies Ltd. -
Brampton, ON
Loblaw Companies Ltd. -
Edmonton
Local Government
Administrators of the
NWT (LGANT)
Louis Dreyfus Canada
Ltd.
LoyaltyOne
Make a Future - Careers
in BC Education
Mammoet Canada
Western Ltd.
Manasc Isaac Architects
Manulife Financial
Many Rivers Counselling
and Support Services
MARIN Research Group
(Dalhousie University)
Marketing Research &
Intelligence Association
Masterfeeds Inc. - Head
Office
Matrix Solutions Inc.
McCaw's Drilling &
Blasting Ltd.
McGill University Health
Centre
McGregor Construction
2000 Ltd. - Calgary
McKee After School
Program
McKernan Child Care
Society
McKesson Canada -
Edmonton
McKillican International
Services Inc.
McMan Youth Family
and Community Services
Association
Medicine Hat Catholic
Regional Division No. 20
Mercer
MHPM Project Managers
Inc.
Microsoft Corp -
Redmond, WA, USA
Millar Western Forest
Products Ltd.
Momentive
Monsanto Canada -
Winnipeg
Morinville Parent Group
The Mosaic Company -
Regina, SK
Mosaic Sales Solutions -
Mississauga
Mount Royal University
Movements' - The
Afro-Caribbean Dance
Ensemble (Movements
Dance)
The Multicultural
Heritage Centre
Multiple Sclerosis (MS)
Society of Canada -
Edmonton Chapter
My Philosophy Inc.

NAIT
National Oilwell Varco
(NOV)/Dreco Energy
Services Ltd.
NAV CANADA - Ottawa
NEWAD - Edmonton
Newad - Toronto
Nexen Inc.
Nor-Alta Environmental
Services Ltd.
Norseman Group Ltd.
North 51st Group Inc. -
Mississauga
North American
Construction Group
Northeast Agriculture
Research Foundation
(NARF)
Northern Alberta Sleep
Clinic
Northern Health
Authority - Corporate
Office
Northern Lights School
Division No. 113
(Saskatchewan)
Northland Forge Ltd.
Northwest School
Division No. 203
Northwest Inc.
Norwest Corporation
NOVA Chemicals
NOVA Chemicals -
Calgary
NPC Integrity Energy
Services
Nutreco Canada
Oak Hill Boys Ranch
Oakes Henschel Family
Oil Country Engineering
Okanagan-Silkamkeen
Neurological Society
Olds Institute for
Community & Regional
Development
On Spec Magazine
OPSystems Inc.
OrionHealth Services Inc.
Otis Canada, Inc.
Our Lady Queen of Peace
Ranch (Northern Alberta)
Pacekids Programs
Packers Plus Energy
Services - Calgary
Palmer College of
Chiropractic West -
California
Paradigm Capital Inc.
Parker University
Pason Systems Corp.
PCL Constructors Inc.
PCL Industrial
Management Inc.
Pearson Canada
Pengrowth Energy
Corporation
Penn West Exploration
Penny Bissett Consulting
Inc.
PepsiCo Beverages
Canada
PepsiCo Foods
Perkins Professional
Search

THANK YOU

Peter Kiewit Infrastructure Co.
 Peter S. Wong Law Office
 Pioneer Hi-Bred Limited - A DuPont business
 Pioneer Offroad Rentals
 PMC-Sierra
 PotashCorp - Saskatoon
 Prairie North Health Region
 Praxair Canada Inc. - Calgary
 Premier Environmental Services Inc.
 Prichard Kymen Inc.
 Prime Coating Systems Ltd.
 The Princeton Review
 Professional Association of Resident Physicians of Alberta
 Project Search Group
 Provincial Health Ethics Network - Edmonton
 Public Health Ontario
 Public Outreach
 Pure Vision Inc.
 PwC Consulting - Calgary
 Qualicare Health Services
 Quantum Technologies Inc.
 RBC Capital Markets
 RBC Royal Bank - Edmonton
 Reach Out Volunteers
 Red Associates Engineering Ltd.

Registered Public Accountants Association of Alberta
 ReMed Rehabilitation Centre Ltd.
 Resinova Research Inc.
 Rexall Family of Pharmacies - Mississauga
 Richardson International
 Rio Tinto Alcan
 Rio Tinto Canada Management
 Ritchie Bros. Auctioneers
 River Cree Resort and Casino
 RiverWatch - Edmonton
 Robin Hood Association
 Rona Ambrose, Member of Parliament
 Running Room Canada Inc.
 Safely on Board
 Saint-Gobain Abrasives Canada Inc.
 The Sales Effect
 Salto Gymnastics Club
 Sanjel Corporation - Calgary
 SarPoint Engineering Ltd.
 Saskatchewan Institute of Applied Science and Technology
 Saskatchewan Research Council
 SaskPower

Saylor's Employment and Consulting Ltd.
 Schlumberger - Sugar Land, TX
 Schneider Electric
 Scion Staffing
 Scotiabank
 Scotiabank - Toronto
 SesWare International Inc.
 Seljux Int'l Inc.
 Sequiter Inc.
 Servus Credit Union
 Shara Vigeant Personal Training
 Shaver Family
 Shaw Conference Centre
 Shell Canada Limited
 Shepherd's Care Foundation
 Sherritt Coal
 Sherritt International
 Sherwin-Williams Company (Paint Stores Group)
 Shoppers Drug Mart - Ontario
 Silvacom Ltd.
 SKILLS Society
 Sleep Country Canada
 Slipstream Trading
 SmileSonica Inc.
 Smith International Canada Ltd.
 Snamprogetti Canada Inc.
 Sobeys West - Human Resources
 Social Research and Demonstration Corporation (SRDC)
 Spa Lady
 Sparrow's Nest Organics
 Spartan Controls Ltd.
 Spectrum Authentics
 Sproule Associates Limited
 City of St. Albert, Human Resource Services
 Stantec Consulting Ltd. - Edmonton
 STAPLES Business Depot - 170 St
 Statoil Canada Ltd
 Steelhead Exploration Consulting
 Stollery Children's Hospital Foundation
 Strathcona County
 Stuart Olson Dominion Construction Ltd.
 Student Works Painting Corporation
 Summerhill Group
 Summit Search Group
 Sun Life Financial
 Suncor Energy Inc. - Calgary
 Surepoint Group
 Sweet Momma Spa
 Sylvan Learning Centre
 Symantec
 Syncrude Canada Limited
 Synergy Projects Ltd.

Talisman Energy Inc.
 TAQA North Ltd.
 Target
 Taylor's Education Group
 TD Bank Financial Group - Toronto
 TD Business Banking
 TD Insurance
 TD Securities
 Teck Coal Limited
 Teck Resources Limited
 Tembec - Chetwynd Operation
 Tenaris
 Terralog Technologies Inc.
 The Brick Warehouse Corporation
 The Roy & Kali Family Dental Centre
 The Yonas Family
 Theatre Alberta Society
 TherapyBC
 Thermo Design Engineering Ltd.
 Thompson Nicola Family Resource Society
 Three Little Pigs Publishing Ltd
 TIC Canada (TICC)
 Tolko Industries Ltd. - Head Office (Vernon, BC)
 Total E&P Canada Ltd.
 Total Eyes Optometry - Meadowlark
 Tourmaline Oil Corp.
 Towers Watson - Calgary
 Trace Associates Inc.
 TransCanada - Calgary
 Transmission Design Consultants
 Trican Well Service Ltd.
 TTG Systems Incorporated
 Two Sigma Investments
 Tyco Thermal Controls
 U of A, Academic Information and Communication Technologies (AICT)
 U of A, Agricultural, Life and Environmental Sciences
 U of A, AIESEC
 U of A, Arts, Faculty of
 U of A, Athletics
 U of A, Biosciences
 Animal Service
 U of A, CAPS: Your U of A Career Centre

U of A, Centre for Teaching and Learning
 U of A, Earth and Atmospheric Sciences, Department of
 U of A, Education Abroad Program
 U of A, Energy Management and Sustainable Operations
 U of A, Engineering Co-op Centre
 U of A, Extension, Faculty of
 U of A, External Relations Department - Student Calling Program
 U of A, Faculty of Education, Child Study Centre
 U of A, History and Classics, Department of
 U of A, Human Resource Services
 U of A, Libraries
 U of A, Nursing, Faculty of
 U of A, Renewable Resources, Department of
 U of A, School of Business
 U of A, School of Business - Technology Group
 U of A, Science, Faculty of
 U of A, Student Financial Aid Information Centre (SFAIC)
 U of A, Students' Union
 U of A, Sustainability, Office of
 U of A, WISEST
 Unified Alloys
 UniFirst Canada
 United Rentals - Toronto
 Univac Canada Ltd - Edmonton
 University First Class Painters
 University Infant Toddler Centre (Michener Park Education Society)
 University of Alberta International
 University of Alberta International - Relations and Recruitment
 University of British Columbia, Master of Management
 University of Calgary, Faculty of Social Work - Edmonton
 University of Calgary, LYNX: Aboriginal Student Career and Employment Program
 University of Lethbridge
 University of Southern California (USC) Viterbi School of Engineering

University of Toronto, Master of Management & Professional Accounting
 University Technologies International
 Urban Systems Ltd. - Kamloops
 Value Drug Mart Associates Ltd.
 Vector Marketing Canada
 Vermilion Energy
 County of Vermilion River
 Visionary College
 Viterba - Regina
 Voice Construction Ltd.
 Wagner Natural Area Society
 Town of Wainwright
 Walmart Canada Corp
 Walmart Pharmacy
 Warrior Manufacturing
 WayTo Consulting
 Weatherford Canada Partnership - Calgary
 Weatherford Canada Partnership - Edmonton
 Weidner Apartment Homes
 Wek'eezh Renewable Resources Board
 Welltec Canada Inc.
 West Edmonton Mall
 West Fraser Timber Co. Ltd.
 Westeel
 Weyerhaeuser Company Ltd. - Grande Prairie Operations
 WF Welding & Overhead Cranes Ltd.
 Wild Rose Public Schools
 Willowglen Systems Inc.
 Windsor Park After School Care
 Winspear Centre
 Workers' Compensation Board - AB
 World Health
 World Natural Medicine Foundation
 WorleyParsons - Edmonton
 WorleyParsons Canada - Calgary
 Wrapex Industrial Services Ltd.
 WSI - We Simplify the Internet
 xpedx Canada, Inc.
 Yanke Group of Companies
 Yardstick
 YMCA Edmonton
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WINTER/ SPRING 2012

COURSE GUIDE WINTER/ SPRING 2012

For almost a century, Extension has reached beyond the traditional campus to serve as a bridge between the community and the University of Alberta. Our Faculty and staff are committed to providing lifelong learning activities that encourage and promote leadership, discovery, reflection, communication and service.

Beyond the classroom, the Faculty of Extension is a downtown hub of research in the fields of university-community engagement, regional development, governance, children, youth and families, second language acquisition, public alerting, and communications and technology.

780.492.3109 or 780.492.3116

www.extension.ualberta.ca

Whether you want to reach beyond your current skills on the job, or get more out of life in your leisure time, Extension can be your personal bridge to a lifetime of learning opportunities. Whether it's a seminar or short course, a Certificate Program, or even a post-graduate degree in Communications and Technology, we know you'll find the time and effort well-spent.

Most of our programs and classes do not require a degree or previous post-secondary education — just a desire to learn and to explore the possibilities of a commitment to lifelong learning.

Management Development Certificate Program

Organizations today count on people to excel at decision making, problem solving, motivation and strategic planning. This certificate program will help you acquire practical knowledge in functional areas such as human resources management, financial management, marketing, strategy and operations. You will gain knowledge and skills that will enhance your managerial competencies and advanced theory and concepts that will strenghten your leadership potential. You will learn from instructors who know their business—people who have faced the challenges you face to excel in their fields. This is quality classroom time packed with inside information, practical advice and excellent instruction.

There is also the opporunity for students who wish to specialize in the **Management Development Certificate for Professional Engineers, Geologists and Geophysicts** or the **Management Development Certificate for Police Services**. Please visit our web-site for complete details.

Courses are also eligible for exemption towards various professional designations such as the Certified Management Accountant (CMA), Canadian Institute of Management (CIM) and the Insurance Institute of Canada (FCIP).

To find out more, drop by the *Extension Showcase* and visit our **Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.**

780.492.3027

website: www.extension.ualberta.ca/management
email: busprog@ualberta.ca

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5562	WI1	Business Finance	W	13 eve	Jan 11 \$575
EXMGT	5678	WI1	Directing and Managing Organizational Change	FSDR	*	Jan 13 \$575
EXMGT	5596	WI1	Human Resources Foundations	T	13 eve	Jan 10 \$575
EXMGT	5596	WI2	Human Resources Foundations	FSDR	*	Jan 6 \$575
EXMGT	5577	WI1	Introduction to Management	T	13 eve	Jan 10 \$575
EXMGT	5577	WI2	Introduction to Management	FSDR	*	Feb 3 \$575
EXMGT	5578	WI1	Introduction to Managerial Economics	S	7 days	Jan 14 \$575
EXMGT	5579	WI1	Introductory Financial Accounting	M	12 eve	Jan 9 \$575
EXMGT	5581	WI1	Management Accounting	T	13 eve	Jan 10 \$575
EXMGT	5584	WI1	Marketing	W	13 eve	Jan 11 \$575
EXMGT	5580	WI1	Macroeconomics	W	13 eve	Jan 11 \$575
EXMGT	5586	WI1	Operations Management	FSDR	*	Mar 2 \$575
EXMGT	5587	WI1	Organizational Behaviour	R	12 eve	Jan 12 \$575
EXMGT	5587	WI2	Organizational Behaviour	FSDR	*	Feb 10 \$575
EXMGT	5587	WI3	Organizational Behaviour	FSDR	*	Mar 9 \$575
EXMGT	5616	WI1	Project Planning and Management	R	12 eve	Jan 12 \$575
EXMGT	5682	WI1	Strategic Management	R	12 eve	Jan 12 \$575
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday						
* Call for details						

Please visit our web-site at www.extension.ualberta.ca/management for the most current information and specific program details.

Purchasing Management

Offered in cooperation with the Purchasing Management Association of Canada, learn the fundamentals of procurement, transportation, logistics and operations. For further information please visit our web-site.

To find out more, drop by the *Extension Showcase* and visit our **Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.**

780.492.3027

website: www.extension.ualberta.ca/management
email: busprog@ualberta.ca

subject	catalog #	section	day(s)	duration	starts	cost
EXPMAC	5696	WI1	Introduction to Accounting and Finance	MT	2 days	Mar 12 \$615
EXPMAC	5695	WI1	Introduction to Contract Law	SD	2 days	Feb 25 \$615
EXPMAC	5634	WI1	Introduction to Logistics	R	12 eve	Jan 12 \$625
EXPMAC	5697	WI1	Introduction to Marketing	SD	2 days	Mar 17 \$615
EXPMAC	5635	WI1	Introduction to Operations Management	SD	3 wknd	Feb 11 \$625
EXPMAC	5632	WI1	Introduction to Procurement	W	13 eve	Jan 11 \$625
EXPMAC	5633	WI1	Introduction to Transportation	SD	3 wknd	Jan 7 \$625
EXPMAC	5693	WI1	Introduction to Business Communications	SD	2 days	Jan 28 \$615
EXPMAC	5694	WI1	Introduction to Negotiations	MT	2 days	Feb 13 \$615
EXPMAC	5693	SP1	Introduction to Business Communications	MT	2 days	Apr 2 \$615
EXPMAC	5694	SP1	Introduction to Negotiations	SD	2 days	Apr 21 \$615
EXPMAC	5632	SP1	Introduction to Procurement	2 FSDR	*	Apr 13 \$625
EXPMAC	5698	SP1	Introduction to Business Planning	SD	2 days	May 5 \$615
EXPMAC	5697	SP1	Introduction to Marketing	MT	2 days	May 14 \$615
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday						
* Call for details						

Please visit our web-site at www.extension.ualberta.ca/management for complete a listing of program requirements.

Risk and Insurance Management

Risk Management is the fast-growing discipline of management dealing with the handling of losses which can seriously affect an organization's normal operation. Courses are offered in cooperation with Risk and Insurance Management Society and the Insurance Institute of Canada. The Faculty of Extension also offers courses that lead towards the FCIP (Fellow Chartered Insurance Professional).

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5630	WI1 Risk Control	T	13 eve	Jan 10	\$575
EXMGT	5629	WI1 Conflict of Laws	W	13 eve	Jan 11	\$575
EXMGT	5628	SP1 Evidence	W	12 eve	Apr 11	\$575
EXMGT	5631	SP1 Risk Financing	W	12 eve	Apr 11	\$575
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday						

Please visit our web-site at www.extension.ualberta.ca/iic for complete a listing of program requirements.

780.492.3027
website: www.extension.ualberta.ca/iic
email: busprog@ualberta.ca

Information Technology Management Certificate Program

Keep pace with the rate of change in the information systems industry and learn how to anticipate future developments and trends.

Based on an understanding that organizational effectiveness depends on how managers acquire, organize and use information, this program has been developed in consultation with information technology practitioners, business managers, and industry experts. It provides systems and business professionals with the latest knowledge and expertise in the area of information technology management.

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5610	WI1 Business and Systems Analysis	W	13 eve	Jan 11	\$575
EXMGT	5678	WI1 Directing and Managing Organizational Change	FSDR	*	Jan 13	\$575
EXMGT	5577	WI1 Introduction to Management	T	13 eve	Jan 10	\$575
EXMGT	5577	WI2 Introduction to Management	FSDR	*	Feb 24	\$575
EXMGT	5616	WI1 Managing Information Technology Resources	T	13 eve	Jan 10	\$575
EXMGT	5616	WI1 Project Planning and Management	R	12 eve	Jan 12	\$575
EXMGT	5618	SP1 Computer and Information Systems Security	R	12 eve	Apr 12	\$575
EXMGT	5569	SP1 Consulting Processes	FSDR*	*	Apr 13	\$575
EXMGT	5576	SP1 Interpersonal Communications in Business	T	12 eve	Apr 10	\$575
EXMGT	5577	SP1 Introduction to Management	T	12 eve	Apr 10	\$575
EXMGT	5616	SP1 Project Planning and Management	FSDR	*	Apr 20	\$575
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday						
* Call for details						

Please visit our web-site at www.extension.ualberta.ca/itm for the most current information and specific program details.

780.492.3027
website: www.extension.ualberta.ca/itm
email: busprog@ualberta.ca

Professional Associations providing Additional Accreditation

Many of the courses offered in Management Certificate Programs can be used to receive recognition from many respected and valued professional associations. Professional designations in such areas as accounting, purchasing, management, risk and insurance, and human resources can be completed by taking courses through the University of Alberta. For a complete listing of partnered professional associations please call 780.492.3027 or check our website at www.extension.ualberta.ca/management.

780.492.3027
website: www.extension.ualberta.ca/management
email: busprog@ualberta.ca

Human Resources Management Certificate Program

Managing employees is critical to any organizations success. Learn how to plan for the needs of your organization and gain a greater understanding of issues in this field. Improve and enhance your practical skills that directly apply to the day-to-day operation of the human resources role. This program is invaluable for those working in human resources, as well as those working in or aspiring to a supervisory role.

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

780.492.3027

website: www.extension.ualberta.ca/hrm
email: busprog@ualberta.ca

Program Details

subject	catalog #	section	day(s)	duration	starts	cost
EXMGT	5678	WI1 Directing and Managing Organizational Change	FSDR	*	Jan 13	\$575
EXMGT	5598	WI1 Employee Benefits	R	12 eve	Jan 12	\$575
EXMGT	5596	WI1 Human Resources Foundations	T	13 eve	Jan 10	\$575
EXMGT	5596	WI2 Human Resources Foundations	FSDR	*	Jan 6	\$575
EXMGT	5577	WI1 Introduction to Management	T	13 eve	Jan 10	\$575
EXMGT	5577	WI2 Introduction to Management	FSDR	*	Feb 3	\$575
EXMGT	4620	WI1 Introduction to Health and Safety	SD	3 wknd	Jan 14	\$575
EXMGT	4620	WI2 Introduction to Health and Safety	6M7W	13 days	Feb 13	\$575
EXMGT	5578	WI1 Introduction to Managerial Economics	S	7 days	Jan 14	\$575
EXMGT	5580	WI1 Macroeconomics	W	13 eve	Jan 11	\$575
EXMGT	5587	WI1 Organizational Behaviour	R	12 eve	Jan 12	\$575
EXMGT	5587	WI2 Organizational Behaviour	FSDR	*	Feb 10	\$575
EXMGT	5587	WI3 Organizational Behaviour	FSDR	**	Mar 9	\$575
EXMGT	5601	WI1 Strategic Human Resources Management	T	13 eve	Jan 10	\$575
EXMGT	5597	WI1 Work Force Planning	W	13 eve	Jan 11	\$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Call for details

Please visit our web-site at www.extension.ualberta.ca/hrm for the most current information and specific program details.

Business Analysis Professional Citation Program

Business Analysts are in demand! Business Analysis is the set of tasks, knowledge, and techniques required to identify business needs and determine solutions for business problems. This program will be of interest to Business and Project Managers who seek solutions for process improvement and organizational changes as well as System Analysts who need to bridge the gap between business processes and technical requirements.

The program curriculum is endorsed by the International Institute of Business Analysis (IIBA). The IIBA is an international not-for-profit professional association for business analysis professionals that develops and maintains standards for the practice of business analysis and for the certification of practitioners.

IIBA™ Endorsed Education Provider

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

780.492.3027

website: www.extension.ualberta.ca/management
email: busprog@ualberta.ca

subject	catalog #	section	day(s)	duration	starts	cost
EXBA	5689	WI1 Analyzing Information, Processes and Workflow	FS	2 wknd	Jan 13	\$875
EXBA	5689	SP1 Analyzing Information, Processes and Workflow	MTW	3 days	Mar 19	\$875
EXBA	5693	SP1 Business Analysis Review and Refresh NEW	MT	2 days	June 18	\$645*
EXBA	5690	WI1 Communication Success Factors	SD	1 wknd	Jan 21	\$675
EXBA	5690	SP1 Communication Success Factors	MT	2 days	Apr 23	\$675
EXBA	5692	WI1 Implementation: Deployment, Training and Closure	MT	2 days	Jan 9	\$675
EXBA	5692	WI2 Implementation: Deployment, Training and Closure	SD	1 wknd	Mar 17	\$675
EXBA	5692	SP1 Implementation: Deployment, Training and Closure	MT	2 days	June 11	\$675
EXBA	5687	WI1 Introduction to Business Analysis	MTW	3 days	Jan 30	\$875
EXBA	5687	SP1 Introduction to Business Analysis	FS	2 wknd	Apr 13	\$875
EXBA	5691	WI2 Solutions, Design and Testing	FS	2 wknd	Feb 10	\$875
EXBA	5691	SP1 Solutions, Design and Testing	MTW	3 days	May 14	\$875
EXBA	5688	WI1 Understanding and Gathering Requirements	MT	2 days	Feb 27	\$675
EXBA	5688	SP1 Understanding and Gathering Requirements	SD	1 wknd	May 12	\$675

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

Supervisory Development Citation Program

Our Supervisory Development Citation Program provides the up-to-date information and advice you need to become an effective leader in your work environment. Whether you already supervise staff or are planning to move your career in that direction, you will benefit from this practical program that focuses on the key areas of leadership.

- Core Courses
- Principles of Supervision (16 hours)

Interpersonal Communications (16 hours)

Creating Effective Work Groups (16 hours)
- The Supervisor as a Trainer (16 hours)

Interviewing Techniques for Supervisors (16 hours)

Supervisory Summation (16 hours)

- Elective Seminars (Choose one)
- Supervising in the Union Environment (16 hours)

The Law and the Supervisor (16 hours)

The program schedule is flexible, offering you a number of classes to choose from. To graduate, you will complete the six core courses and one elective. Corporate discounts are available for organizations enrolling more than three people at one time in any one seminar. For more information, call 780.492.5066 or 780.492.8315.

subject	catalog # section			day(s)	duration	starts	cost
EXSDP	5310	WI1	Principles of Supervision	MT	2 days	Jan 9	\$435
EXSDP	5310	WI2	Principles of Supervision	RF	2 days	Jan 12	\$435
EXSDP	5311	WI1	Interpersonal Communications	RF	2 days	Jan 19	\$415
EXSDP	5312	WI1	Creating Effective Work Groups	RF	2 days	Jan 26	\$415
EXSDP	5313	WI1	The Supervisor as a Trainer	RF	2 days	Feb 2	\$415
EXSDP	5314	WI1	Interviewing Techniques for Supervisors	RF	2 days	Feb 9	\$415
EXSDP	5310	WI3	Principles of Supervision	MT	2 days	Feb 13	\$435
EXSDP	5311	WI2	Interpersonal Communications	RF	2 days	Feb 16	\$415
EXSDP	5312	WI2	Creating Effective Work Groups	MT	2 days	Feb 27	\$415
EXSDP	5313	WI2	The Supervisor as a Trainer	MT	2 days	Mar 5	\$415
EXSDP	5314	WI2	Interviewing Techniques for Supervisors	MT	2 days	Mar 12	\$415
EXSDP	5315	WI1	Supervising in the Union Environment	MT	2 days	Mar 19	\$415
EXSDP	5316	WI1	The Law and the Supervisor	RF	2 days	Mar 22	\$415
EXSDP	5317	SP1	Supervisory Summation	MT	2 days	Apr 16	\$415
EXSDP	5317	SP2	Supervisory Summation	RF	2 days	Apr 19	\$415
EXSDP	5317	SP3	Supervisory Summation	RF	2 days	Apr 26	\$415
LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday

Professional Development Series

Our Professional Development Series provides you with the opportunity to specialize in a specific area of interest. Each specialization will provide approximately 50 hours of study and upon completion participants will receive recognition of their accomplishment.

Professional Development Series

In today's global work world, professionals at all levels are finding that continually enhancing their knowledge and expertise is a powerful way to increase their competitive edge as well as contribute towards the positive enrichment of the corporation's culture and operations. The Faculty of Extension's new Professional Development Series allows you to specialize in areas of specific interest to enhance your skills and knowledge in a targeted subject area. Each specialization will provide approximately 50 hours of study and upon completion participants will receive recognition of their accomplishment.

- Specialization in Business Management
- Workplace Communication*

Conflict Resolution*

Financial Management*
- Management Bootcamp*

Workplace Coaching*

* For the complete listing of program requirements please visit our website at: <http://www.extension.ualberta.ca/study/management/developmentseries> .

We are committed to help you achieve your personal and professional goals.

Seminars

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

subject	catalog #	section	day(s)	duration	starts	cost	
EXGEN	5419	WI1	GMAT Test Preparation Course	S	4 days	Jan 14	\$885*
EXGEN	5427	WI1	Project Management Essentials	MT	2 days	Jan 23	\$465*
EXGEN	5429	WI1	Communicating Up, Down and Across the Organization	F	1 day	Feb 3	\$375*
EXGEN	5425	WI1	Guiding Successful Teams	MT	2 days	Feb 6	\$465*
EXGEN	5364	WI1	Influencing Difficult People	M	1 day	Feb 13	\$375*
EXGEN	5431	WI1	Leading, Supervising and Motivating	RF	2 days	Mar 8	\$465*
EXGEN	5979	WI1	Systems Thinking	WRF	3 days	Mar 14	\$480*
EXGEN	5424	WI1	Communication Strategies	RF	2 days	Mar 15	\$465*
EXGEN	7123	SP1	Storytelling and Leadership	WRF	3 days	Apr 18	\$480*
EXGEN	5414	SP1	The Excellent Assistant	RF	2 days	Apr 26	\$465*
EXGEN	5356	SP1	Conflict Management	F	1 day	Apr 27	\$375*
EXGEN	5419	SP1	GMAT Test Preparation Course	S	4 days	Apr 21	\$885*
EXGEN	5377	SP1	Successful People Management	MT	2 days	Apr 30	\$465*
EXGEN	5423	SP1	Understanding Financial Planning, Budgeting and Management	MT	2 days	Apr 30	\$465*
EXGEN	5428	SP1	Strategic Planning	RF	2 days	May 3	\$465*
EXGEN	5406	SP1	Implementing Emotional Intelligence (EQ) at Work	M	1 day	May 7	\$375*
EXGEN	7126	SP1	Learning and Organizational Design	WRF	3 days	May 30	\$480*

LEGEND

M–Monday

T–Tuesday

W–Wednesday

R–Thursday

F–Friday

S–Saturday

D–Sunday

* Plus GST

Corporate discounts are available for organizations enrolling more than three people at one time in any one seminar. For more information, call 780.492.5066 or 780.492.8315.

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	5390	WI1 The Art and Science of Investing	T	10 eve	Jan 10	\$395*

LEGEND

M–Monday

T–Tuesday

W–Wednesday

R–Thursday

F–Friday

S–Saturday

D–Sunday

* Plus GST

780.492.3027
website: www.extension.ualberta.ca/businessseminars
email: busprog@ualberta.ca

Occupational Health and Safety

Concern for the promotion of health and safety in the workplace is increasing among workers and employers across all industries. Consequently, the demand for occupational health and safety professionals is also increasing. This certificate program is designed to help practitioners from many different backgrounds develop the competencies needed to be effective in the development, implementation, and evaluation of occupational health and safety programs and systems in a wide variety of occupational settings.

The program consists of 6 core courses, 78 hours of core elective courses and 35 hours of elective enrichment seminars.

The University of Alberta's Occupational Health and Safety Certificate Program is also offered at the following affiliate institutions: Keyano College (Fort McMurray), Red Deer College, Grande Prairie Regional College and Medicine Hat College.

subject	catalog #	section	day(s)	duration	starts	cost
EXOS	4624	WI1	Health and Safety Legislation and Policy	T	13 eves	Jan 10 \$675
EXOS	4620	SP2	Introduction to Health and Safety Systems	T	13 eves	Apr 3 \$675
EXMGT	5587	SP3	Organizational Behaviour		13 eves	Apr 2 \$675

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Information Session — Edmonton

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

Information Session — Calgary

To find out more, attend the Information Session on Occupational Health and Safety Certificate Program Tuesday, November 2 between 6:00 pm to 7:00 pm in Room EC1065 at Mount Royal College, 4825 Mount Royal Gate SW.

780.492.3037
toll free: 1.800.808.4784
website: www.extension.ualberta.ca/ohs
email: ohs@ualberta.ca

Classes listed below will be held in Edmonton and Calgary.

subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXOS	4620	WI1	Introduction to Health and Safety Systems	SD	3 wknd	Jan 14 \$575
EXOS	4620	WI2	Introduction to Health and Safety Systems	6M7W	13 eves	Feb 13 \$575
EXOS	4621	WI1	Management of Health and Safety Systems	6M7W	13 eves	Jan 9 \$575
EXOS	4621	WI2	Management of Health and Safety Systems	2M2T	4 days	Mar 5 \$575
EXOS	4622	WI1	Fundamentals of Occupational Hygiene	T	13 eves	Jan 10 \$575
EXOS	4622	WI2	Fundamentals of Occupational Hygiene	MTWR	4 days	Feb 13 \$575
EXOS	4623	WI1	Applied Occupational Hygiene	SD	3 wknd	Jan 7 \$575
EXOS	4623	WI2	Applied Occupational Hygiene	MTWR	4 days	Mar 19 \$575
EXOS	4624	WI2	Health and Safety Legislation and Policy	WRF	3 days	Jan 18 \$575
EXOS	4624	WI3	Health and Safety Legislation and Policy	F	3 days	Feb 17 \$575
EXMGT	5587	WI1	Organizational Behaviour	R	13 eves	Jan 12 \$575
EXMGT	5587	WI2	Organizational Behaviour	FSDR	*	Feb 10 \$575
EXMGT	5587	WI3	Organizational Behaviour	FSDR	*	Mar 9 \$575

ELECTIVE COURSES						
EXOS	4575	WI1	Fundamentals of Auditing	SD	2 wknd	Feb 11 \$575
EXOS	4601	WI1	Fundamentals of Disability Management	TWRF	4 days	Jan 10 \$575
EXOS	4576	WI1	Fundamentals of Ergonomics	TWRF	4 days	Jan 17 \$575
EXOS	4625	WI1	Risk Management and Communications	SD	2 wknd	Mar 3 \$575

ENRICHMENT SEMINARS						
EXOS	4603	WI1	Behaviour-Based Safety	RF	2 days	Mar 1 \$445
EXOS	4568	WI1	Emergency Management	SD	2 days	Feb 25 \$445
EXOS	4572	WI1	Fall Protection	S	1 day	Mar 17 \$345
EXOS	4574	WI1	Fire Safety Program	MT	2 days	Jan 30 \$445
EXOS	4579	WI2	Incident Investigation	MT	2 days	Feb 6 \$445
EXOS	4594	WI1	Shiftwork, Safety and Sanity	F	1 day	Feb 3 \$345

LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday
* Call for details							

subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXOS	4620	SP1	Introduction to Health and Safety Systems	TWRF	4 days	Apr 10 \$575
EXOS	4622	SP1	Fundamentals of Occupational Hygiene	SD	3 wknd	May 12 \$575
EXOS	4621	SP1	Management of Health and Safety Systems	SD	3 wknd	May 26 \$575
EXOS	4623	SP1	Applied Occupational Hygiene	TR	13 eves	Apr 24 \$575
EXOS	4624	SP1	Health and Safety Legislation and Policy	WRF	3 days	Jun 13 \$575
EXMGT	5587	SP1	Organizational Behaviour	R	12 eves	Apr 12 \$575
EXMGT	5587	SP2	Organizational Behaviour		2 wknd	call for details \$575

ELECTIVE COURSES						
EXOS	4575	SP1	Fundamentals of Auditing	TWRF	4 days	May 15 \$575
EXOS	4631	SP1	How to be an Effective Safety Trainer	TWRF	4 days	Apr 24 \$575
EXMGT	5576	SP1	Interpersonal Communications in Business	T	12 eves	Apr 1 \$575
EXMGT	5603	SP1	Managing Performance	T	12 eves	Apr 10 \$575

ENRICHMENT SEMINARS						
EXOS	4560	SP1	Conflict and Confrontation	RF	2 days	May 31 \$445
EXOS	4562	SP1	Coping with Stress	F	1 day	May 11 \$345
EXOS	4574	SP1	Fire Safety Program	SD	2 days	May 5 \$445
EXOS	4579	SP1	Incident Investigation	MT	2 days	May 28 \$445
EXOS	4628	SP1	Toxicology: Effects and Hazards	F	1 day	Apr 20 \$345

LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday
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subject	catalog #	section	day(s)	duration	starts	cost
CORE COURSES						
EXOS	4620	WI3	Introduction to Health and Safety Systems	MTWR	4 days	Jan 16 \$575
EXOS	4621	WI3	Management of Health and Safety Systems	TWRF	4 days	Mar 20 \$575
EXOS	4622	WI3	Fundamentals of Occupational Hygiene	TWRF	4 days	Jan 10 \$575
EXOS	4623	WI3	Applied Occupational Hygiene	SD	3 wknd	Feb 4 \$575
EXOS	4624	WI4	Health and Safety Legislation and Policy	WRF	3 days	Mar 14 \$575
EXMGT	5587	WI4	Organizational Behaviour	FSDR	call for details	\$575

ELECTIVE COURSES						
EXOS	4575	WI2	Fundamentals of Auditing	MTWR	4 days	Mar 5 \$575
EXOS	4631	WI1	How to be an Effective Safety Trainer	MTWR	4 days	Feb 6 \$575
EXOS	4609	WI1	Safety Hazard Recognition	MTWR	4 days	Feb 13 \$575

ENRICHMENT SEMINARS						
EXOS	4633	WI1	Accident Causation Theory	F	1 day	Feb 3 \$345
EXOS	4634	WI1	Avoiding a Wrong with Two Rights	MT	2 days	Feb 27 \$445
EXOS	4562	WI1	Coping with Stress	F	1 day	Mar 9 \$345
EXOS	4578	WI1	Health and Safety Committees	S	1 day	Mar 3 \$345
EXOS	4579	WI1	Incident Investigation	SD	2 days	Jan 14 \$445
EXOS	4629	WI1	Noise and Hearing Conservation	F	1 day	Jan 27 \$345
EXOS	4612	WI1	Safety Culture & Perception Surveys	M	1 day	Mar 19 \$345

LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday
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subject	catalog #	section	day(s)	duration	starts	cost
ALL COURSES						
EXOS	4624	SP2	Health and Safety Legislation and Policy	MTW	3 days	Jun 25 \$575
EXOS	4625	SP1	Risk Management and Communications	TWRF	4 days	Mar 10 \$575
EXOS	4609	SP1	Safety Hazard Recognition	SD	2 wknd	May 26 \$575
EXOS	4568	SP1	Emergency Management	SD	2 days	Jun 2 \$445
EXOS	4579	SP2	Incident Investigation	RF	2 days	Apr 26 \$445
EXOS	4584	SP1	Managing Contractor Safety Performance	RF	2 days	Jun 21 \$445

LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday
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Environmental Resource Management

The Environmental Resource Management Certificate Program (ERM) is designed for:

- Individuals transitioning into the environmental field
- Mid-level experienced professionals who want to enhance and update their skills and knowledge
- Individuals who wish to achieve manager-level responsibilities in the field of environmental resource management
- Individuals who wish to broaden their environmental skills
- Individuals with experience in private organizations or public agencies dealing with natural resources or the environment.

The ERM certificate program provides training for professional development in private or public organizations. The aim is to increase familiarity and competence in understanding the dynamics of environmental resource management, the strategies and techniques of environmental planning and management, and the biological, physical, social, economic and institutional implications of resource decisions. Students also become familiar with various quantitative methods of analysis and aids to decision making. The ERM courses blend theory and practical exercises to help students develop the comprehensive set of skills and understanding the students' need to succeed. It offers a thorough background in air, water and soil processes, and environmental monitoring, biotechnology, instrumentation and experimental design.

Certified Canadian Environmental Practitioner

ERM Graduates are eligible to apply for the Canadian Certified Environmental Practitioner-in-Training designation, CEPIT, under CECAB's (The Canadian Environmental Certification Approvals Board) National Certification Program for Canadian Environmental Practitioners. The CEPIT certification is seen as a stepping stone to becoming a Canadian Certified Environmental Practitioner (CCEP). To apply for a CCEP, applicants must have a two or three year diploma or degree in addition to a minimum five years of Canadian environmental work experience.

For more information on CECAB please go to www.cecab.org

Corporate Training: Contact us now to learn how we can help your organization meet its professional development and corporate training objectives.

Environmental Resource Management Certificate Program							
subject	catalog #	section		day(s)	duration	starts	cost
CORE COURSES							
EXERM	4307	WI1	Introduction to Soils and Soil Resources	W/S	8 eve/1S	Jan 18	\$565
EXERM	4256	WI1	Applied Hydrology	RF	4 days	Mar 1	\$565
EXERM	4258	WI1	Environmental Project Management	RFS	3 days	Mar 15	\$565
ELECTIVES							
EXERM	4267	WI1	Environmental Audits	RFS	3 days	Jan 19	\$565
EXERM	4289	WI1	Environmental Law: Process & Procedures	RFS	3 days	Feb 9	\$565
EXERM	4268	WI1	Environmental Impact Assessments	RFS	3 days	Feb 23	\$565
EXERM	4293	WI1	Environmental Stewardship of Energy, Carbon and Water	RFS	3 days	Mar 22	\$565
EXERM	4291	SP1	Applied Hydrogeology in Alberta	RFS	3 days	Apr 12	\$565
EXERM	4300	SP1	Intermediate GIS (New)	RFS	3 days	Apr 24	\$565
EXERM	4280	SP1	Wetlands Ecology, Delineation and Management	RFS	3 days	May 10	\$565
EXERM	4296	SP1	Environmental Health Risk Assessment	WRF	3 days	May 23	\$565
EXERM	4297	SP1	Classification and Reclamation of Alberta Soil	M-R	4 days	May 28	\$925
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday							
Courses are subject to change.							

Please visit our website at www.extension.ualberta.ca/erm for the most current information and to register online.

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

780.492.5532 or 780.492.3158
website: www.extension.ualberta.ca/erm
email: erm@ualberta.ca

Construction Administration

How can you enter or advance in this exciting, high-growth field? This certificate provides the fundamental areas of construction administration. Develop and expand your managerial skills in courses developed and approved by U of A and accredited by *Canadian Construction Association for Gold Seal Accreditation*.

If you desire a career change in the construction field, this program will help you gain knowledge essential to success in the field. Or, if you work in the construction industry, design, project management, manufacturing and supply, development, or real estate, and are seeking the competitive edge to further your career, this certificate will greatly increase your competency, and ability to compete and advance. This program builds your understanding of the planning, technical, financial, and legal aspects of the construction business.

Corporate Training:
Contact us now to learn how we can help your organization meet its professional development and corporate training objectives

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

780.492.5532 or 780.492.3158
website: www.extension.ualberta.ca/cst
email: cst@ualberta.ca

Construction Administration Certificate Program							
subject	catalog #	section		day(s)	duration	starts	cost
EXCST	4201	WI1	Construction Costing (Core)	T/S	5 eve/3S	Jan 10	\$565
EXCST	4200	WI1	Administration Control Systems (Core)	R/S	7 eve/3S	Jan 19	\$565
EXCST	4238	WI1	Introduction to Building Information Modeling (BIM) (Elective)	F	1 day	Jan 27	\$395
EXCST	4210	WI1	Understanding Specification in Construction (Elective)	RF	2 days	Feb 9	\$485
EXCST	4203	WI1	Contract Law & Construction Documents (Core)	T/S	7 eve/3S	Mar 13	\$565
EXCST	4205	SP1	Comprehensive Seminar for Construction Administration (Core)	MT	2 days	Apr 23	\$485
EXCST	4204	SP1	Fundamental of Project Management (Core)	M/F/S	2 eve/2FS	Apr 27	\$565
LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday							
Courses are subject to change.							

Please visit our website at www.extension.ualberta.ca/cst for the most current information and to register online.

Fine Arts

“A work of art is above all an adventure of the mind.” ~ Eugene Ionesco

Art expresses who we are, where we are going, where we have been, and what we might be. It compels us to engage our minds, think in new ways, and to use our most precious gift, our imagination.

Develop your imagination and creative expression with a solid grounding in the fundamentals of art through our Fine Arts courses. Offering studio instruction with professional artists, critique and practice, these courses help you build a portfolio reflective of your artistic vision and mastery.

Courses in Fine Arts can be taken towards a Fine Arts Certificate, as outlined below, or for general interest.

For a complete brochure on our courses, contact our program at 780.492.3093 or visit our website at www.extension.ualberta.ca/finearts

Fine Arts Certificate Courses

Our certificate program offers three streams to choose from – drawing, painting, and watercolour. Each stream is comprised of eight core courses (240 hrs) plus 60 hours of elective courses and workshops.

Fine Arts Certificate Program students are required to be 17 or older and hold a high school diploma or equivalent. Students must complete a program application form and provide a non-refundable application fee of \$75. Call 780.492.3093 to request a form.

You **do not** need to be a certificate student to register in Extension Fine Arts courses.

To find out more, drop by the **Extension Showcase** and visit our **Information Table** in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

Scholarships Available

The Fine Arts program has a number of scholarships available for certificate students upon application and recommendation by instructors.

780.492.3034

website: www.extension.ualberta.ca/finearts
email: liberalstudies@ualberta.ca

subject	catalog #	section	day(s)	duration	starts	cost
CORE CERTIFICATE COURSES						
EXART	3005	WI1	Drawing I **	W	10 eve	Jan 18 \$395*
EXART	3005	WI2	Drawing I **	R	10 aftn	Jan 12 \$395*
EXART	3003	WI1	Visual Art & Design I	R	10 eve	Jan 12 \$395*
EXART	3006	WI1	Drawing II	M	10 eve	Jan 9 \$395*
EXART	3002	WI1	Art History	T	10 eve	Jan 10 \$395*
EXART	3010	WI1	Painting I	M	10 eve	Jan 9 \$395*
EXART	3011	WI1	Painting II	F	10 eve	Jan 13 \$395*
EXART	3526	WI1	Watercolour II	R	10 eve	Jan 12 \$395*
EXART	3310	WI1	Drawing III	T	10 eve	Jan 10 \$395*
EXART	3019	WI1	Fine Arts Certificate Portfolio Review			\$220*
EXART	3260	WI1	Project Course			\$195*

ELECTIVE CERTIFICATE COURSES						
EXART	3538	WI1	Abstract Painting II	T	5 eve	Jan 10 \$195*
XART	3594	WI1	Developing a Portfolio	W	10 eve	Jan 11 \$395*
EXART	3467	WI1	Drawing and Sculpting the Body: Hands/ Feet/ Head	R	10 eve	Jan 12 \$395*
EXART	3528	WI1	Figure Drawing I	S	10 morn	Jan 14 \$395*
EXART	3515	WI1	Portraits in Watercolour	S	5 morn	Jan 14 \$195*
EXART	3516	WI1	Figure Painting in Watercolour	S	5 morn	Mar 3 \$195*
EXART	3015	WI1	Portrait Painting	T	10 eve	Jan 10 \$395*
EXART	3545	WI1	Soft Pastel Drawing II	M	10 eve	Jan 9 \$395*
EXRI	3597	WI1	NEW! Surface & Textile Design	F/SD	1 eve/6 days	Jan 27 \$550*
EXART	3004	WI1	Visual Art & Design II	W	10 eve	Jan 11 \$395*

LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday
Note:	Most afternoon classes are held from 1 – 4 pm , most morning classes are held from 10 am – 1 pm , day classes are held from 9 am – 4pm , and most evening classes are held from 6:30 – 9:30 pm .						
*	Plus art supplies, materials, or textbook.						
**	Drawing is one of the cornerstones of art training and is recommended to students with no previous art experience.						
•	Please visit our website for course prerequisites: www.extension.ualberta.ca/finearts						

subject	catalog #	section	day(s)	duration	starts	cost
CORE CERTIFICATE COURSES						
EXART	3005	SP1	Drawing I **	T	10 eve	Apr 17 \$395*
EXART	3006	SP1	Drawing II	R	10 aftn	Apr 19 \$395*
EXART	3012	SP1	Painting III	M	10 eve	Apr 16 \$395*
EXART	3527	SP1	Watercolour III (Landscape)	M	10 eve	Apr 16 \$395*
EXART	3308	SP1	Landscape and Interior Drawing	W	10 eve	Apr 18 \$395*
EXART	3019	SP1	Fine Arts Certificate Portfolio Review			\$220*
EXART	3260	SP1	Project Course			\$195*
ELECTIVE CERTIFICATE COURSES						
EXART	3530	SP1	Drawing En Plein Air	F/S	1 eve/2 days	May 25 \$235*
EXART	3598	SP1	NEW! Drawing into Abstraction	T	10 eve	Apr 17 \$395*
EXART	3522	SP1	Drawing with Mixed Media I	S/D	4 morn	Apr 28 \$195*
EXART	3356	SP1	Oriental Brushwork Workshop	S/D	4 morn	May 12 \$195*
EXART	3014	SP1	Portrait Drawing	R	10 eve	Apr 19 \$395*
EXART	3325	SP1	Techniques of the Old Masters	F	10 eve	Apr 20 \$395*
EXART	3599	SP1	NEW! Through the Lens of Post-Modernism: Installation Art	W	10 eve	Apr 18 \$395*

LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday
Note:	Most afternoon classes are held from 1 – 4 pm , most morning classes are held from 10 am – 1 pm , day classes are held from 9 am – 4pm , and most evening classes are held from 6:30 – 9:30 pm .						
*	Plus art supplies, materials, or textbook.						
**	Drawing is one of the cornerstones of art training and is recommended to students with no previous art experience.						
•	Please visit our website for course prerequisites: www.extension.ualberta.ca/finearts						

Residential Interiors

“A home cannot be truly beautiful unless it functions in harmony with who we are.” ~ Clodagh

Do you have a passion for interior design? Do you notice special details: the way light falls through a window, how a doorway frames a view, why a certain shade or texture doesn’t fit the feel of a room? Decorating a home is a form of creative expression, as are the visual arts of drawing and painting. If you like to make your living environment reflect who you are and if you have a flair for making a house a home, consider pursuing studies in residential interiors that can lead to a professional certificate.

Residential Interiors Certificate*

Requirement to complete: 351 credit hours (6 core and 3 elective courses)

This certificate, unique in Western Canada, is recognized as an excellent university-level program and incorporates the principles of fine arts, architecture, and business. Offering a balanced combination of theory, practice through applied exercises, and industry-specific instruction, this program will enhance your current practice or help you pursue a new career in residential interior decorating.

- * While auditing for general interest is permitted, preference for admission will be granted to students enrolled in the Residential Interiors Certificate Program.

Possible Transfer of Residential Interiors Credits to Human Ecology Degree Program

Our Residential Interiors students can apply for admission to the U of A Human Ecology Degree Program. If accepted into that program, they may have core Residential Interiors credits apply toward a minor in interiors. For more information visit www.extension.ualberta.ca/study/arts/ri

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

780.492.3093

website: www.extension.ualberta.ca/ri
email: liberalstudies@ualberta.ca

Residential Interiors Certificate							
subject	catalog #	section		day(s)	duration	starts	cost
CORE COURSES							
EXRI	4676	WI1	Introduction to Residential Interiors	T/S	12 eve/1 morn	Jan 10	\$550*
EXRI	4676	WI2	Introduction to Residential Interiors	T/S	12 morn/1 eve	Jan 10	\$550*
EXRI	4677	WI1	Basic Drawing, Drafting and Presentation	M/S	11 eve/1 day	Jan 9	\$550*
EXRI	4678	WI1	Colour Theory and Application	W/S	12 eve/1 morn	Jan 11	\$550*
EXRI	4680	WI1	Products and Finishes	T/S	13 morn	Jan 10	\$550*
EXRI	4679	WI1	Space Planning	M/S	11 eve/1 day	Jan 9	\$550*
EXRI	4681	WI1	Business Practice	W/S	12 eve/1 morn	Jan 11	\$550*
ELECTIVES							
EXRI	4698	WI1	Design History: Art, Architecture, & Design of the Avant-Garde	R/S	12 eve/1 morn	Jan 12	\$550*
EXRI	3499	WI1	Universal Design	T/S	12 eve/1 morn	Jan 10	\$550*
EXRI	4697	WI1	Lighting	M/S	11 eve/1 day	Jan 9	\$550*
EXRI	3597	WI1	NEW! Surface & Textile Design	F/SD	1 eve/6 days	Jan 27	\$550*
LEGEND	M–Monday	T–Tuesday	W–Wednesday	R–Thursday	F–Friday	S–Saturday	D–Sunday
Note:				Most morning classes are held from 9 am – noon, most afternoon classes are held from 1 – 4 pm, most day classes are held from 9 am – 4 pm and most evening classes are held from 6:30 – 9:30 pm.			
* plus text and supplies							

Residential Interiors Certificate							
subject	catalog #	section		day(s)	duration	starts	cost
CORE COURSES							
EXRI	4676	SP1	Introduction to Residential Interiors	M/S	10 eve/1 day/1 morn	Apr 16	\$550*
EXRI	4677	SP1	Basic Drawing, Drafting and Presentation	T/S	11 eve/1 day	Apr 17	\$550*
EXRI	4678	SP1	Colour Theory and Application	W/S	11 morn/1 day	Apr 18	\$550*
EXRI	4680	SP1	Products and Finishes	T/S	12 eve/1 morn	Apr 10	\$550*
EXRI	4679	SP1	Space Planning	M/S	10 aftrn/1 day/1 morn	Apr 16	\$550*
ELECTIVES							
EXRI	3510	SP1	Computer-Assisted Design I (CAD)	M/S	10 eve/1 day/1 morn	Apr 16	\$550*
EXRI	4685	SP1	Design Studio	T/S	11 eve/1 day	Apr 17	\$550*
EXRI	4683	SP1	Building Construction	R/S	11 eve/1 day	Apr 19	\$550*
EXRI	4697	SP1	Lighting	F/SD	3 eve/5 days	Apr 13	\$550*
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday							
Note:				Most morning classes are held from 9 am – noon, most afternoon classes are held from 1 – 4 pm, most day classes are held from 9 am – 4 pm and most evening classes are held from 6:30 – 9:30 pm.			
* plus text and supplies							

Humanities

“Take the attitude of a student, never be too big to ask questions, never know too much to learn something new.” ~ Og Mandino

Explore the arts and humanities to develop both your critical and creative faculties, and to reach a greater understanding of the world around you.

Humanities Certificate							
subject	catalog #	section		day(s)	duration	starts	cost
EXGEN	3823	WI1 NEW!	Humankind and Culture: An Introduction to Anthropology	R	6 eve	Jan 12	\$185*
EXGEN	3820	WI1 NEW!	Symbols and Myths of Archaic Religions	W	6 eve	Jan 11	\$185*
EXGEN	3807	WI1 NEW!	The Future of Religion	T	6 eve	Feb 21	\$185*
EXGEN	3821	WI1 NEW!	Popular Music After 1945	T	6 eve	Jan 10	\$185*
EXGEN	3825	WI1 NEW!	Mandala Painting for Relaxation and Balance	F/SD	1 eve/2 days	Mar 9	\$185*
EXGEN	3824	WI1 NEW!	Create Healthy and Balanced Living Spaces	F/SD	1 eve/2 days	Mar 23	\$185*
EXGEN	3822	WI1 NEW!	A History of the End of the World	W	6 eve	Feb 22	\$185*
EXGEN	3763	WI1 NEW!	Writing is Good Medicine (Online Delivery)			Feb 6	\$315*
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday							
* Plus GST							
Note:				Most evening classes are held 6 – 8:30 pm and day classes are held 10 am – 4 pm			

780.492.3093

website: www.extension.ualberta.ca/humanities
email: liberalstudies@ualberta.ca

English Language Program

Discover a whole new world by studying English at the University of Alberta. Our English Language Program provides a chance to explore interesting ideas, discover another culture and develop new communications skills that will take you around the world. We offer everything from English basics to pronunciation enhancement to university level English in day and evening classes. Small class size means you get lots of opportunity to concentrate on the skills you need and practise along with students from around the world. We also support you with highly qualified instructors and a state-of-the-art Multimedia Language Learning Centre with Internet access and interactive computer software.

Our Program

Established in 1973, the English Language Program (ELP) enjoys an international reputation for providing a high standard of instruction in English to students from around the world. This standard of excellence is maintained by specialized teaching staff who employ modern teaching approaches and materials. Students use a computerized, state-of-the-art, multi-media language centre. In addition to regular offerings, the ELP will organize short-term courses designed to meet the specific needs of groups from the local or international community.

Before enrolling, prospective students must take the ELP placement test to determine their level of English competence. To be accepted into the program, students must be literate in their first language and obtain a minimum score on the placement test.

	day(s)	duration	starts	cost
Placement Test—January Session	W	1 Morn	Jan 4	\$80
Placement Test—March Session	F	1 Morn	Mar 2	\$80
Placement Test—May Session	W	1 Morn	May 2	\$80
Intensive Day Courses—January Session	M-F	34 Morn or Aftn	Jan 10	\$1,850*
Intensive Day Courses—March Session	M-F	34 Morn or Aftn	Mar 8	\$1,850*
Intensive Day Courses—May Session	M-F	34 Morn or Aftn	May 8	\$1,850*
English for Academic Purposes (EAP)				
– January (ESL 140 – ESL 145)	M-F	33 Morn or Aftn	Jan 11	\$1,850*
– March (ESL 140 – ESL 145)	M-F	33 Morn or Aftn	Mar 8	\$1,850*
– May (ESL 140 – ESL 145)	M-F	33 Morn or Aftn	May 10	\$1,850*
– Preparing for Graduate Studies: ESL 550	MWF		Jan 11	\$1,875*
– IBT® for University Admission	M-F	30 Aftn	Jan 16	\$1,450*
			Mar 13	\$1,450*
			May 15	\$1,450*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Intensive Day Program

In the IDP, students learn the communication skills needed to function, efficiently and effectively in professional and social settings. The four skills – listening, speaking, reading, and writing – are balanced through our language instruction in a friendly and positive English-speaking environment. New students write a placement test prior to registration, then build their confidence in using English through constant feedback and encouragement from our instructors. In our classes, audio-visual materials and interactive language software are used extensively in addition to textbooks.

	day(s)	duration	starts	cost
INTENSIVE DAY PROGRAM (LEVELS 1-9)				
ESL 100, 105, 110, 115, 120, 125, 130, 135 & Business English)				
January Session	M-F	Morn or Aftn	Jan 10	\$1,850*
March Session	M-F	Morn or Aftn	Mar 8	\$1,850*
May Session	M-F	Morn or Aftn	May 8	\$1,850*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

Note*: Each Intensive Day Course session lasts 7 weeks. Cost includes tuition, mandatory health insurance, health services and student services fees. ESL 140 through 145 are English for Academic Purposes (EAP) courses. These courses are meant especially for students who wish to enter academic degree programs at an English-speaking university or college.

English for Academic Purposes

ESL 140 and ESL 145 are a two-part series of English for Academic Purposes (EAP) courses that help advanced ESL students improve their academic listening, speaking, reading, and writing skills. Students who successfully complete these courses will be able to synthesize information from a variety of academic sources, analyze materials, and present their ideas in accordance with first-year university standards. ESL 140 and ESL 145 are one option that students may take to meet the English Language Proficiency requirement for undergraduate admission of the University of Alberta.

	day(s)	duration	starts	cost
ENGLISH FOR ACADEMIC PURPOSES (EAP)				
(ESL 140-ESL 145)				
January Session	M-F	Morn or Aftn	Jan 11	\$1,850*
March Session	M-F	Morn or Aftn	Mar 8	\$1,850*
May Session	M-F	Morn or Aftn	May 10	\$1,850*
IBT® for University Admission	M-F	Aftn	Jan 16	\$1,450*
	M-F	Aftn	Mar 13	\$1,450*
	M-F	Aftn	May 15	\$1,450*
PREPARING FOR GRADUATE STUDIES				
(ESL 550)	MWF	Morn or Aftn	Jan 11	\$1,875*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

subject	catalog #	section	day(s)	duration	starts	cost
EXELP	7120	WI1	English for Everyday Situations*	MW	13 eve	Jan 16 \$300
EXELP	7120	WI21	English for Everyday Situations *	MW	13 eve	Mar 12 \$300
	7120	SP1	English for Everyday Situations *	MW	13 eve	May 14 \$300
EXELP	7121	WI1	Conversations in English*	MW	13 eve	Jan 16 \$300
EXELP	7121	WI21	Conversations in English *	MW	13 eve	Mar 12 \$300
	7121	SP1	Conversations in English *	MW	13 eve	May 14 \$300
EXELP	7122	WI1	English for Academic Environments*	MW	13 eve	Jan 16 \$300
EXELP	7122	WI21	English for Academic Environments *	MW	13 eve	Mar 12 \$300
	7122	SP1	English for Academic Environments *	MW	13 eve	May 14 \$300
EXELP	7123	WI1	Presentations for Academics & Professionals*	MW	13 eve	Jan 16 \$300
EXELP	7123	WI21	Presentations for Academics & Professionals*	MW	13 eve	Mar 12 \$300
	7123	SP1	Presentations for Academics & Professionals *	MW	13 eve	May 14 \$300
EXELP	7124	WI1	Pronunciation: From Sounds to Phrases*	TR	13 eve	Jan 17 \$300
EXELP	7124	WI21	Pronunciation: From Sounds to Phrases*	TR	13 eve	Mar 13 \$300
	7124	SP1	Pronunciation: From Sounds to Phrases*	TR	13 eve	May 15 \$300
EXELP	7125	WI1	Pronunciation: Phrases and Beyond*	TR	13 eve	Jan 17 \$300
EXELP	7125	WI21	Pronunciation: Phrases and Beyond *	TR	13 eve	Mar 13 \$300
	7125	SP1	Pronunciation: Phrases and Beyond *	TR	13 eve	May 15 \$300
EXELP	7126	WI1	Writing Basics	TR	13 eve	Jan 17 \$300
EXELP	7126	WI21	Writing Basics	TR	13 eve	Mar 13 \$300
	7126	SP1	Writing Basics	TR	13 eve	May 15 \$300
EXELP	7127	WI1	Writing Beyond the Basics	TR	13 eve	Jan 17 \$300
EXELP	7127	WI21	Writing Beyond the Basics	TR	13 eve	Mar 13 \$300
	7127	SP1	Writing Beyond the Basics	TR	13 eve	May 15 \$300
EXELP	7075	WI1	Writing for Academic Purposes	TR	13 eve	Jan 17 \$300
EXELP	7075	WI21	Writing for Academic Purposes	TR	13 eve	Mar 13 \$300
	7075	SP1	Writing for Academic Purposes	TR	13 eve	May 15 \$300

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

* Admission requirement: Before enrolling, contact the ELP Office at 492-5530 or 492-3036 to make an appointment for a required oral /speech test at a fee of \$10.

780.492.5530 or 780.492.3036

website: www.elp.ualberta.ca
email: elpinfo@ualberta.ca

Languages

“If we spoke a different language, we would perceive a somewhat different world.” ~ Ludwig Wittgenstein

Access an expanding global market, visit foreign countries, and connect with more people—all through developing skills in a second language.

Learning a language is more than making unusual sounds and learning a new alphabet. It's about communicating and understanding. It is a cultural experience. As you develop your vocabulary and perfect your pronunciation of a new language, you will find delight in the cadence, idioms and forms of expression. And through the words and sentences that you learn, you will gain insight into how others around the globe view their world. Whether your career would benefit from a new language, you are fascinated by other countries and cultures, or you have a yen for travel, our language classes can open up a world of possibilities.

Spanish Language Certificate

Planning to travel in a Spanish-speaking country? Doing business in Latin America? Or are you simply interested in learning about a new culture and language? The courses in our Spanish Language Certificate offer the opportunity to learn the language in intimate classes formatted in short modules that let you begin at whatever level suits your skills.

Our Spanish Courses can be taken for certificate credit or purely for your own interest.

To find out more, drop by the *Extension Showcase* and visit our **Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.**

780.492.3034

website: www.extension.ualberta.ca/languages
email: liberalstudies@ualberta.ca

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3155	WI1 Chinese (Mandarin) I	W	12 eve	Jan 11	\$355*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3114	WI1 French I	M	12 eve	Jan 9	\$355
EXGEN	3114	WI2 French I	W	12 eve	Jan 18	\$355
EXGEN	3114	SP1 French I	M/W	12 eve	May 2	\$355

EXGEN	3109	WI1 French II	W	12 eve	Jan 18	\$355
EXGEN	3109	SP1 French II	M/W	12 eve	May 2	\$355

EXGEN	3139	WI1 French III	R	12 eve	Jan 12	\$355
EXGEN	3139	SP1 French III	M/W	12 eve	May 2	\$355

EXGEN	3247	WI1 French IV	W	12 eve	Jan 11	\$355
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EXGEN	3258	WI1 French V	M	12 eve	Jan 16	\$355
EXGEN	3258	SP1 French V	M/W	12 eve	May 2	\$355

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3397	WI1 German I	R	12 eve	Jan 12	\$355*
EXGEN	3397	SP1 German I	T	10 eve	Apr 10	\$355*

EXGEN	3398	WI1 German II	T	12 eve	Jan 10	\$355*
EXGEN	3398	SP1 German II	R	10 eve	Apr 12	\$355*

EXGEN	3489	WI1 German VII	W	12 eve	Jan 11	\$395*
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LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3116	WI1 Italian I	W	12 eve	Jan 11	\$355*
EXGEN	3117	WI1 Italian II	M	12 eve	Jan 16	\$355*

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Plus GST

EXGEN	3414	SP1 Japanese III	M	10 eve	Apr 16	\$355*
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EXSLC	3119	WI1 Spanish Module 1	M	7 eve	Jan 9	\$285
EXSLC	3119	WI2 Spanish Module 1	W	7 eve	Jan 18	\$285
EXSLC	3119	WI3 Spanish Module 1	T	7 eve	Feb 28	\$285
EXSLC	3119	SP1 Spanish Module 1	R	7 eve	May 3	\$285

EXSLC	3125	WI1 Spanish Module 2	T	7 eve	Jan 10	\$285
EXSLC	3125	WI2 Spanish Module 2	M	7 eve	Mar 5	\$285
EXSLC	3125	WI3 Spanish Module 2	W	7 eve	Mar 7	\$285
EXSLC	3125	SP1 Spanish Module 2	T	7 eve	May 1	\$285

EXSLC	3377	WI1 Spanish Module 3	W	12 eve	Jan 11	\$355
EXSLC	3377	SP1 Spanish Module 3	T/R	12 eve	May 8	\$355

EXSLC	3132	SP1 Spanish Module 4	W	10 eve	Apr 25	\$355
EXSLC	3157	WI1 Spanish Module 5	T	12 eve	Jan 10	\$355
EXSLC	3200	SP1 Spanish Seminar 1	T	13 eve	Apr 3	\$485

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Writing and Editing

“Writing is an exploration. You start from nothing and learn as you go.” ~ E. L. Doctorow

Improved writing abilities can help you get ahead, either in your career or studies—whatever your discipline. Wherever life takes you, clear communication is essential.

Explore the clear expression of ideas, create interesting characters that amuse, write meaningful poetry, or move from pen to print or the internet. Guided by professional writers, many of whom have won prestigious awards, our writing courses will help you transform your thoughts into effective and inspired writing.

780.492.3103

website: www.extension.ualberta.ca/writing
email: liberalstudies@ualberta.ca

Online Graduate Course – Winter 2012

New Media Narratives: Writing and Publishing in a Developing Field (COMM 597)*

An open studies and elective course offered by the Communications and Technology Graduate Program, Faculty of Extension, U of A

For details phone 780.492.1501;
email: Eileen.crookes@ualberta.ca
www.mact.ca

* Developed in cooperation with the Liberal Studies' Writing and Editing Program.

subject	catalog #	section	day(s)	duration	starts	cost	
EXGEN	3796	WI1	Introduction to the Process of Writing	M	5 eve	Jan 16	\$265*
EXGEN	3112	WI1	Writing Skills: Improving Style and Clarity	T	8 eve	Feb 7	\$295*
EXGEN	3404	SP1	Writing and Grammar Skills: Advanced	W	8 eve	Apr 11	\$295*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost
EXGEN	3329	WI1 Essential Editing	S	3 days	Jan 14	\$295*
EXGEN	3798	WI1 Substantive and Structural Editing	S	2 days	Feb 25	\$265*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost	
EXGEN	3284	WI1	Promotional Writing That Gets Results	S	2 days	Mar 17	\$225*
EXGEN	3359	WI1	Writing for the Web	T	1 day	Mar 6	\$195*
EXGEN	3793	WI1	Writing in the Workplace	MT	2 days	Feb 13	\$395*
EXGEN	3986	WI1	NEW! Trends in Social Media Writing (for business and non-profits)	S	1 day	Jan 28	\$195*
EXGEN	3405	WI1	Technical Writing: Procedures and Manuals	T	4 eve	Feb 7	\$315*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

* Plus GST

subject	catalog #	section	day(s)	duration	starts	cost	
EXGEN	3800	WI1	NEW! Creative Writing, Poetry: Text & Image	M	8 eve	Feb 6	\$295*
EXGEN	3113	WI1	Introduction to Creative Writing	R	8 eve	Jan 26	\$295*
EXGEN	3782	WI1	Life Into Fiction	F/SD	1 eve/2 days	Mar 2	\$255*
EXGEN	3144	WI1	Write That Book and Get it Published!	S	1 day	Jan 28	\$165*

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday

* Plus GST

subject	catalog #	section	duration	starts	cost
EXGEN	3763	WI1 Writing is Good Medicine (online delivery)**	8 weeks	Feb 6	\$315

* Plus GST

duration	starts
19th Annual Women's Words: Summer Writing Week – www.womenswords.ca	1 week
	June 1-10, 2012

Communications and Technology

“In this electric age we see ourselves being translated more and more into the form of information, moving toward the technological extension of consciousness,” wrote Marshall McLuhan in 1964, in an insightful comment that has taken on new meaning in the age of the Internet. We can ask the same questions about the art and symbols of the ice age that we do about the electronic networks of today’s organizations. How does a medium of communication come into being? What influences do new communications technologies have on people’s everyday lives? And how do individuals and groups act to change communications practices?

The Communications and Technology Graduate Program at the University of Alberta offers a theoretical, historical and practical examination of the technology-enabled, knowledge-intensive workplace. The Master of Arts in Communications and Technology (MACT) degree is designed for students who seek to provide reflective and informed leadership in the management and use of information and communications technologies (ICTs) in their organizations and fields. These fields include education and training, information technology, public affairs, mass media, marketing, new media production, program design and development, and writing and publishing.

Students from outside of the Alberta capital region, including international students, may register in the program without changing their place of residence. The MACT is a course-based graduate program that requires the completion of 7 core courses, 3 electives, and a final applied research project. Four of the core courses must be completed during the two Spring Institutes held at the University of Alberta each May, with the remaining 3 core courses to be completed online. The core courses are scheduled to permit completion of the degree within two academic years. Students may complete approved electives offered by the University of Alberta or at another recognized university.

Admission requirements are as follows: a four-year degree from a recognized university; a GPA of at least 3.0 (or equivalent); at least three years of relevant professional experience; three application-specific letters of support; and a letter of interest that specifies the applicant’s academic or professional area of interest, states how admission to the program would support the applicant’s professional practice, and provisionally describes the topic for the final applied research project. Up to 25 students are admitted each year to begin their studies in May.

THE APPLICATION DEADLINE FOR ADMISSION TO BEGIN STUDIES IN MAY 2012 IS DECEMBER 15, 2011.

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

780.492.1911
website: www.mact.ca
email: mact@ualberta.ca

Adult and Continuing Education

The Certificate in Adult & Continuing Education (CACE) Program shows you how to develop, coordinate and facilitate adult training programs using effective adult education strategies. Improve your career options while learning from respected instructors and colleagues and having the opportunity to network with other professionals in the field.

Certificate in Adult & Continuing Education (CACE)

The nationally recognized CACE program is designed to assist you develop techniques to help others learn. Learn how to integrate adult learning theory, concepts, and practices to become a more effective adult educator. You will develop skills in planning, managing, teaching and evaluating courses and programs for adult learners. Instructors, trainers, course developers, coordinators, and managers alike, benefit from the applied nature and flexibility the program offers. The program is jointly developed and delivered by a consortium involving the University of Victoria, University of Saskatchewan, University of Manitoba and the University of Alberta. We invite you to discover the lifelong benefits of continuing your professional development through the CACE program.

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

780.492.7237
website: www.extension.ualberta.ca/cace
email: adulthood@ualberta.ca

subject	catalog #			day(s)	duration	starts	cost
EXCACE	5711	WI1	Adult Learning and Development*	T	13 wks	Jan 10	\$575
EXCACE	5704	WI1	Leadership and Management of Adult Education	TSD	8 wks	Jan 10	\$575
EXMGT	5616	WI1	Project Planning and Management	R	12 wks	Jan 12	\$530
EXMGT	5678	WI1	Directing and Managing Organizational Change	FSD/R	4 wks	Jan 13	\$575
EXCACE	5883	WI1	Planning & Delivery of Adult Education***	U	6 wks	Jan 15	\$575
EXCACE	7135	WI1	Tools and Technologies for E-Learning	On-line	10 wks	Jan 16	\$575
EXCACE	7121	WI1	Learning and Corporate Culture	MTW	3 days	Jan 16	\$530
EXCACE	5706	WI1	Designing and Facilitating Synchronous e-Learning	On-line	10 wks	Feb 6	\$575
EXCACE	7132	WI1	Thinking Styles: How They Affect Learning and Facilitation	RF	2 days	Feb 9	\$530
EXCACE	7133	WI1	Violence and Learning: Impacting Learners and Practice	RF	2 days	Mar 8	\$475
EXCACE	5995	WI1	e-Learning Toolkit	On-line	4 wks	Mar 26	\$410
EXCACE	5704	SP1	Leadership and Management of Adult Education	TSD	8 wks	Apr 10	\$575
EXMGT	5603	SP1	Managing Performance Through Training and Development	T	12 wks	Apr 10	\$575
EXCACE	5927	SP1	Train The Trainer	WRRFR	5 days	Apr 11	\$630
EXCACE	5866	SP1	Needs Assessment in Training	W	4 wks	Apr 18	\$475
EXMGT	5616	SP1	Project Planning and Management	FSD/R	4 wks	Apr 20	\$530
EXCACE	7137	SP1	e-Teaching: Introduction to Developing and Facilitating Online Courses	Online	10 wks	Apr 30	\$575
EXCACE	5801	SP1	Adult Education Principles and Practice**	S	6 wks	May 5	\$575
EXCACE	7138	SP1	Facilitation of Adult Learning	S	4 wks	May 12	\$575
EXCACE	5711	SP1	Adult Learning and Development	TS	7 wks	Jun 23	\$575
EXCACE	5883	SP1	Planning and Delivery of Adult Education***	MTW	3 wks	Jun 25	\$575

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

* Location: NAIT
** Formerly Foundations of Adult Education
*** Formerly Program Planning

* Courses are subject to change.

Please visit our website at www.extension.ualberta.ca/cace for the most current information and to register online.

Extension Showcase and Information Table

subject	catalog #			day(s)	duration	starts	cost
EXGEN	5979	WI1	Systems Thinking	WRF	3 days	Mar 14	\$480
EXGEN	7123	SP1	Storytelling and Leadership	WRF	3 days	Apr 18	\$480
EXGEN	7126	SP1	Learning and Organizational Design	WRF	3 days	May 30	\$480

LEGEND M-Monday T-Tuesday W-Wednesday R-Thursday F-Friday S-Saturday D-Sunday

Government Studies

National Advanced Certificate in Local Authority Administration (NACLAA)
Information Access and Protection of Privacy (IAPP)
Applied Land Use Planning (ALUP)

Promoting good government through public policy and public administration continuing education.

National Advanced Certificate in Local Authority Administration (NACLAA Level I) [Local Government Certificate Program (LGCP)] and National Advanced Certificate in Local Authority Administration (NACLAA Level II)

The NACLAA Program integrates theory and practice to foster understanding of local government administration. Courses are delivered online and there is extensive use of discussion and debate. Upon completion of NACLAA – Level I, students can advance their studies further in NACLAA – Level II.

Each course has a secured access website including several forums for student interaction within the online eClass system. Throughout the term, you can discuss issues and network with your fellow students and the instructor(s) from across Canada. You will have the opportunity to share experiences and ideas with your classmates and build on them to enrich your own learning. For more information contact our program office.

780.492.6914 or 780.492.2870
email: lgpnacla@ualberta.ca

Information Access and Protection of Privacy (IAPP) Certificate Program

The IAPP Certificate Program courses focus on fundamental theories related to the ideas, structures, and processes that define appropriate administration of access and privacy legislation at a municipal, provincial, and federal level in Canada. The program aims to develop and enhance managerial leadership capabilities in the access and privacy field, improve administration of the legislation, and promote enlightened democratic government. Courses are delivered online and there is extensive use of discussion and debate. For delivery of courses in French - please contact the program for further information.

780.492.5052 or 780.492.2862
email: iappuofa@ualberta.ca

Applied Land Use Planning (ALUP) Certificate Program

The ALUP Certificate Program seeks to demonstrate that collaboration, interdependence and teamwork are the essence of effective planning. Our students are involved in various professional roles within municipal government, from development officers, planning technicians and assistants to managers and administrators in smaller municipalities. As such our program is designed to match the complexity of a variety of municipal government planning needs; effective planning necessitates the cooperation of various agents at all levels of the community.

780.492.6914 or 780.492.5052
email: alup@ualberta.ca

Please check our website for the most update courses.

To find out more, drop by the *Extension Showcase* and visit our Information Table in the Atrium on the main floor of Enterprise Square, 10230 Jasper Avenue, on Tuesday, November 1st between 11:30 am and 1:30 pm.

NACLAA - LEVEL I							
subject	catalog #	section			duration	starts	cost
EXLGP	8201	WI1	Public Administration Professionalism **	Online	13 wks	Jan 9	\$709
EXLGP	8203	WI1	Organizational Behavior and Leadership **	Online	13 wks	Jan 9	\$709
EXLGP	8204	WI1	Local Government Finance	Online	13 wks	Jan 9	\$709
EXLGP	8208	WI1	Property Taxation and Assessment	Online	13 wks	Jan 9	\$709
EXLGP	8212	WI1	Sustainable Communities	Online	13 wks	Jan 9	\$709
EXIAPP	8171	WI1	Information Access and Protection of Privacy Foundations	Online	13 wks	Jan 9	\$833
NACLAA - LEVEL II							
EXLGP	8201	WI1	Public Administration Professionalism * **	Online	13 wks	Jan 9	\$709
EXLGP	8210	WI1	Municipal Law II	Online	13 wks	Jan 9	\$709

* Only to be taken if not taken in LGP prior to it being a required course. Contact program office for more information.
** Textbook required (not included in course fee)

NACLAA - LEVEL I							
subject	catalog #	section		duration	starts	cost	
EXLGP	8207	SP1	Financial Management	Online	10 wks	Apr 23	\$709
EXLGP	8213	SP1	Human Resource Management **	Online	10 wks	Apr 23	\$709
EXIAPP	8171	SP1	Information Access and Protection of Privacy Foundations	Online	10 wks	Apr 23	\$833
NACLAA - LEVEL II							
EXLGP	8211	SP1	Policy Planning and Program Evaluation **	Online	10 wks	Apr 23	\$709
** Textbook required (not included in course fee)							

** Textbook required (not included in course fee)

IAPP						
subject	catalog #	section		duration	starts	cost
EXIAPP	8171	WI1	Information Access and Protection of Privacy Foundations	Online	13 wks	Jan 9 \$833
EXIAPP	8174	WI1	Privacy Applications: Issues and Practices	Online	13 wks	Jan 9 \$833
EXIAPP	8175	WI1	Information Access in a Liberal Democracy	Online	13 wks	Jan 9 \$833
EXIAPP	8176	WI1	Information Access Applications: Issues and Practices	Online	13 wks	Jan 9 \$833

IAPP						
subject	catalog #	section		duration	starts	cost
EXIAPP	8171	SP1	Information Access and Protection of Privacy Foundations	Online	10 wks	Apr 23 \$833
EXIAPP	8173	SP1	Privacy in a Liberal Democracy	Online	10 wks	Apr 23 \$833
EXIAPP	8175	SP1	Information Access in a Liberal Democracy	Online	10 wks	Apr 23 \$833
EXIAPP	8177	SP1	Health Information Access and Privacy	Online	10 wks	Apr 23 \$833

subject	catalog #	section		day(s)	duration	starts	cost
EXLUP	8217	WI1	F2F Planning Law	RF	4 days	Jan 26-27 Feb 23-24	\$846
EXLUP	8216	WI1	Municipal Planning II	Online	13 wks	Jan 9	\$709
EXLUP	8220	WI1	Regional Planning * **	Online	13 wks	Jan 9	\$709
EXLGP	8212	WI1	Sustainable Communities	Online	13 wks	Jan 9	\$709
EXERM	4268	WI1	F2F Environmental Impact Assessment	RFS	3 days	Feb 24	\$565

LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday
F2F – Face-to-Face

* NEW course
** Textbook required (not included in course fee)

ALUP							
subject	catalog #	section		day(s)	duration	starts	cost
EXLUP	8219	SP1	F2F Urban Environments*	MTW	3 days	May 7	\$611
EXLUP	4104	SP1	F2F Environmental Review of Subdivision Applications	RF	2 days	May 10	\$457
EXLUP	8218	SP1	Municipal Planning Management [previously Planning Administration]	Online	10 wks	Apr 23	\$709
EXLUP	8222	SP1	Rural Environments* **	Online	10 wks	Apr 23	\$709
LEGEND M–Monday T–Tuesday W–Wednesday R–Thursday F–Friday S–Saturday D–Sunday F2F – Face-to-Face							
* NEW course ** Textbook required (not included in course fee)							

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- Construction Administration
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- Environmental Resource Management
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- MA Communications & Technology
- Management Programs
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- Residential Interiors
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Monday to Friday 8:00 am to 6:00 pm (MST)

In the Winter/Spring Sessions, the Registration Office will be closed:

2011:
Remembrance Day – Friday, November 11
Winter Closure – Monday, December 26
to Friday, December 30

2012:
New Year's Day (in lieu) – Monday, January 2
Family Day – Monday, February 20
Good Friday – Friday, April 6
Easter Monday – Monday, April 9

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Course Registration Information

5 Easy Ways to Register for a Course

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Phone: 780.492.3116
Fax: 780.492.0627

By Mail: Registration Office, Faculty of Extension, Enterprise Square, 10230 Jasper Avenue NW, Edmonton, Alberta, T5J 4P6

In Person: Submit your registration form and fee payment at our Registration Office, located on the main floor at Enterprise Square, 10230 Jasper Avenue.

After you have Registered

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Receipt form T2 Education and tuition tax credit receipts (form T2202A) are generated for students registered in courses that provide credit towards a citation, certificate, diploma or degree. For further information on the Income Tax Act and the tuition and education tax credit interpretation sections, please refer to our website on the topic: www.extension.ualberta.ca/taxcredit

EFFECTIVE JULY 1, 2011 If you choose to withdraw from a course, log into Bear Tracks and use the 'Drop' page to withdraw from class or send your withdraw request in writing to the Faculty of Extension Registration Office. An administrative fee will be withheld for all withdrawals. To log into Bear Tracks www.beartracks.ualberta.ca

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 - Student's Name
 - Course name, number and section
 - Course cost (including GST if the course is taxable. Course cost cannot be split between invoice and another payment type)
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In April 2011, the Faculty of Extension migrated into Campus Solutions, the records management (database) system used by the University of Alberta. This means that all current and new students will use BearTracks to access their student record. To log into Bear Tracks visit www.beartracks.ualberta.ca. Please call our Registration Office if you have questions or experience difficulties. Check our website for updates and further details.



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Faculty of Extension

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FORMER LAST NAME

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DATE: _____

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26

Arts Career Fair

Wednesday, November 16, 2011
11 a.m. to 3 p.m.
Dinwoodie Lounge, 2-000 SUB



Arts
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everywhere.
Where are you
taking yours?

Letter from the director

Fall 2011 issue Volume 3, Number 1

Career Connections, a free publication, is produced bi-annually through the efforts of CAPS: Your U of A Career Centre. CAPS is a University of Alberta student service and the source for career and employment information and expertise. We offer a number of career services and resources to assist University of Alberta students and alumni in making transitions to, and within, the world of work. We provide the essential link between those looking for work and those looking to hire. CAPS assists employers with their recruitment by helping them connect with students and alumni at the U of A.

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September 2011 marks CAPS' 25th anniversary. Originally called the University Placement Office, our mandate was to assist students with resume writing and preparing for job interviews. To meet the demands of a large student body, in 1987—just one year after we opened—we hired several students as peer educators to deliver workshops as well as work one-on-one with students. We continued to grow over the years adding new programming and services.

For example, we hosted our first career fair and career forum in 1989. In 1992 we took over posting jobs and coordinating on-campus interviews when the federal government decided to close all their post-secondary Canada Employment Centres. We moved to our current location on the second floor of SUB in 1996 and expanded our career resources library. In 2001 we hired our first full-time career advisor to work specifically with graduate students. We partnered with University of Alberta International on the International Student Work Study Program in 2004, and in 2006 we partnered with Community Service-Learning to launch the Non-Profit Board Student Internship Program. The HUB Career Centre, which is jointly operated by CAPS and the Faculty of Arts, opened its doors in 2008. In 2009 we partnered with the Faculty of Agricultural, Life and Environmental

Sciences to support their Internship Program. We launched our Career Mentoring Program, hosted our first Job Shadow Week and our first Undergraduate Research Panel, and rolled out our Career Information Network all in 2010.

As we move into our 25th year of serving students, alumni and employers, further growth and changes are in the works. Among them is the Undergraduate Research Initiative (URI) announced by the University in March 2011. Working with an advisory committee of students, faculty and staff and an academic director, we will coordinate a central space—physical and virtual—for undergraduate students to learn about research opportunities at the U of A. Part of our role is also raising students' awareness of and interest in research and, to that end, the topic of our feature article in this edition of *Career Connections* is undergraduate research. CAPS is also supporting the Arts Work Experience Program, which was announced by the Faculty of Arts in winter 2011. The first placements for students in the program take place in September 2011. We also have a role in promoting and administering the University's new Green and Gold Leadership and Professional Development Grant, which provides funding for students to develop leadership skills through professional development activities.

In addition to these new programs, we are always looking at ways to improve how we deliver our services. For example, in the near future we will offer a mobile application to allow students to search our job postings on their mobile devices as well as receive alerts of postings that fit their employment goals.

We have come a long way since we first opened our doors in September 1986. Our success in meeting the growing and changing needs of students couldn't happen without the commitment and innovation of CAPS staff – current and past. We are also fortunate to have collaborative working relationships with a number of individuals and groups on campus and long-term employer partners who recognize the talent University of Alberta students and graduates have to offer.

I hope you enjoy reading this edition of *Career Connections*. As always, I welcome your comments and suggestions (joan.schiebelbein@ualberta.ca).



Initial Inquiry

for Advanced Degree Holders

Q

How can I make my academic research relevant when applying to non-academic positions?

A

Contrary to popular belief, a career in academia is not the next step for many researchers at the graduate and postdoctoral level. Reasons vary from limited academic opportunities to valuing work-life balance. A recent study of PhD students in the University of California system, *Why Graduate Students Reject the Fast Track* (Mason et al, 2009), indicates a shift away from academic careers.

Whatever the reasons for seeking a non-academic career, you can be assured that during the course of your graduate and/or postdoctoral years, you have developed several transferable skills—skills that can be generalized from one setting to another, such as an academic to a non-academic environment. You can also be assured that non-academic employers highly value your transferable skills. Aside from your technical and discipline-specific expertise, your project management, communication, leadership and critical thinking skills will be sought after by non-academic employers.

In 2007, Canada's three major research funding agencies, the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC), developed the *Tri-agency statement of principles on key professional skills for*

researchers in collaboration with the Canadian Association of Graduate Studies (CAGS) and the Society for Teaching and Learning in Higher Education (STLHE). They identified the following nine crucial skills for researchers to develop:

1. Communication and interpersonal
2. Critical and creative thinking
3. Personal effectiveness
4. Integrity and ethical conduct
5. Teaching competence
6. Leadership
7. Research management
8. Knowledge mobilization and knowledge translation
9. Societal/civic responsibilities

Skills Expected from Graduate Students in Search of Employment in Academic and Non-Academic Settings (Polziehn, 2011) offers in-depth examination of the above skills and adds a tenth skill—career management—identified in *Joint Statement of the UK Research Councils' Training Requirements for Research Students*. This skill not only relates to your appreciation of and commitment to professional development, but also your ability to, “demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia.”

Reflecting on the above ten skills will help you determine

current strengths and areas for improvement. The University of Auckland recommends developing a skills portfolio outlining your research and transferable skills, including your best current examples that demonstrate skills and charting ways to improve skills if necessary.¹ Such an exercise can provide an excellent overview of where you currently stand and what developmental steps you need to take to position yourself for the future. Let's use an aspect of knowledge mobilization/translation as an example. The ability to convey complex information in engaging and meaningful ways to non-expert audiences is an asset valued in most work environments regardless of field. If you lack experience using this skill, you could seek

developmental opportunities through your department, faculty, association, community or TEC Edmonton to present your research to the general public or special interest groups. If opportunities seem slim, you could use your organizational skills (highly transferable!) to create events similar to Pecha Kucha or TEDx on or off campus.

Your transferable skills will bridge your academic research activities to the non-academic world. Knowing them, developing them and demonstrating their significance and fit using concrete examples will bolster your entire non-academic job search process from cover letter, resume or CV and interview to, “You're hired!”

¹ University of Auckland New Zealand. Developing a skills portfolio. www.auckland.ac.nz/uoa/home/for/current-students/cs-career-planning/cs-pg-careers-service/cs-developing-a-skills-portfolio (June 16, 2011).

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INQUIRING MINDS want to know

Making your
mark with
undergraduate
research



You may have noticed in the past few years an increasing emphasis at the U of A on *discovery learning*; that is, actively exploring questions and finding answers rather than simply being fed facts and theories. The U of A is fostering a culture of research and scholarship at the undergraduate level¹—and this is where you come in.

You have an inquiring mind, right? You like to push and prod concepts, uncover and expand theories, test and analyze results. You probably yak to your friends and family members about interesting or outrageous data you've seen and material you've read. While it might seem intimidating to think about research while you're an undergraduate student, keep in mind that starting out with the question of why—and how, when and what if—is really what underlies most research endeavors. Equipped with your inquiring mind, persistence and commitment, you are ready to wade on in.

A million reasons

Are you tossing around the idea of graduate school? Or looking for meaningful ways to apply what you're learning in class? Perhaps you want to get skills and experiences to help you in your career after graduation. There can be many different motivations for getting involved in research while you're an undergraduate student; consider which ones are a fit for you:

- Applying research methodologies from classes
- Working with leading researchers and techniques in your field
- Getting practical and unique work experience
- Shining up your graduate school application and references
- Exploring if academia is a fit for you

- Receiving academic credit
- Engaging deeply with theories and ideas
- Exposing yourself to unknown opportunities and connections

In addition to the benefits mentioned above, Jessica Kolopenuk, profiled on page 10, writes about her personal connection to her research. Her own experiences as a Cree student initially fueled Jessica's inquiries about Indigenous identity and later added personal relevance to her research. She was excited to discover her own experiences and quest for information could contribute to literature and knowledge in the research community. Jessica's involvement in undergraduate research provided her the opportunity to identify and focus on the topics that motivated her.

Because research will ask much of you, with both extra time commitments and a steep learning curve, it's important to consider what you hope to gain from the experience. Having a sense of your own goals will help you stay focused and motivated when—juggling classes, volunteering, family and other responsibilities—you ask yourself, “Why am I doing this?!”

Wait—what are we talking about again?

It's important to think about what the term research actually means. Many of us automatically associate research

with the fields of science, technology, engineering and math (commonly referred to as the STEM fields); we think about lab coats and test tubes. However, undergraduate research can more accurately be understood as “an inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.”² By this understanding, research can be conducted in the natural and social sciences, as well as the humanities and fine arts. Rather than data and reports, outputs in the humanities and fine arts are commonly referred to as creative works. Creative works can be things like original paintings, essays, plays, literature and exhibitions.

The research continuum

When you're first getting started, it's helpful to think of research activities stretching along a continuum. Gina Wisker describes one end of the continuum as “the ‘blue skies’, groundbreaking, highly complex, intellectual, world-shattering, erudite research [which leads to] substantial change and knowledge.”³ As an undergraduate, you most likely won't be diving into this end of the research pool right away. At the other end of the spectrum is more everyday inquiry that is drawn from and relates to commonplace problems;⁴ for example, you might do research to figure out the most fuel-efficient vehicle to buy.

Through research, you solve a problem, find a solution or expand understanding;⁵ as a student, you are actually carrying out small-scale research activities all the time, including drafting computer software, doing literature reviews and assembling group presentations. However, in order to get involved in more advanced research and creative works, you'll need to be intentional and focused.

Connecting with opportunities

Opportunities for undergraduate research and the production of creative works exist (or can be created) in any discipline and faculty. Possible opportunities for undergraduate research include:

- Research-based courses (e.g. BIOL 299 - Research Opportunity Program)
- Independent/directed-study courses (e.g. W ST 401 - Directed Readings in Women's Studies)
- Honors or specialization majors that require final projects or dissertations
- Fieldwork with a faculty member during the spring or summer
- Research assistant positions (paid or volunteer) with a faculty member, postdoctoral fellow or graduate student
- Internship placements with organizations (e.g. Faculty of Science Industrial Internship Program)
- Supervised research awards (e.g. Roger S. Smith Undergraduate Student Research Award)
- Community service-learning courses (e.g. CSL 350/360)
- International placements (e.g. RISE: Research Internships in Science & Engineering)
- Volunteering (e.g. in a research lab, for a community organization, with a graduate student)

Consider that your role in the research will vary greatly depending on the type of opportunity. For example, with a research award, you will most likely be a primary investigator delving into a topic you're passionate about under the supervision of a faculty member. However, in fieldwork or a lab setting, you will generally be assisting graduate students and postdoctoral

fellows with the components of existing projects. In such a role, activities may include conducting surveys, doing computer programming, preparing literature reviews, using data analysis software, preparing slides or writing educational materials.

Faculty members often emphasize that undergraduate students need to be clear on their expectations and roles when getting involved in research. Here are some tips provided by U of A faculty members who currently supervise undergraduate researchers:

- Faculty members may not be available to directly supervise you; instead, you may be working more with postdoctoral fellows and graduate students on day-to-day tasks.
- Some activities require certain background knowledge and coursework; you may not be qualified or experienced enough to do everything you're interested in.
- Consider if you have the time to do research while you're taking courses. Some faculty members suggest you'll need to commit a minimum of ten hours per week, and all agree that you must be ready to work independently and navigate a steep learning curve.

Getting your foot in the door

To move towards the more groundbreaking end of the research continuum takes progressive experience and

relationship-building with supervisors. This is why it's important to get involved with research right from the beginning of your time at the U of A. If you're not sure where to start, take a look at your favourite classes. Think about why you enjoy them and what more you'd like to learn about the subject.

Once you have an idea of where your interests fall, start laying the groundwork. If you'd like to do summer research work, initiate talking with faculty members in September for the coming year—yes, that early! Consider that most faculty members don't advertise widely (or at all) for undergraduate research assistants. In fact, they all get more student requests than they can handle, so focus on those faculty members whom you are truly interested in working with; as one U of A faculty member advised, do not send out a mass email request.

When you approach a faculty member, ensure you have reviewed their online CV or website to brush up on their past and current research projects. One of the best ways to impress a faculty member is being able to discuss their specific research projects and why they interest you, even if you don't understand all of the content or process. Once you've shared your interests and motivations, also be prepared to share what you can offer them as a research assistant or volunteer, including relevant coursework, experience and skills.

Keeping the fire alive

Involvement in undergraduate research and creative works is definitely a process. It may sometimes feel overwhelming but hands-on learning has long-term benefits for you, including increased intellectual curiosity, communication skills, confidence and motivation, plus greater overall satisfaction with your university experience.⁶

One factor that can make undergraduate research challenging is that it requires significantly more self-direction and independent learning than many introductory undergraduate courses. A U of A faculty member who supervises undergraduate researchers advises that you learn to enjoy the open-



mindfulness and flexibility required in research and creative works.

Another important benefit of undergraduate research involvement is belonging to a community of people who share your academic interests. Get to know people in your department: talk with graduate students and postdoctoral fellows, attend seminars and lectures, join student groups and demonstrate interest and critical thinking to your professors during class time. This helps you become socialized into your discipline as well as learn about unadvertised opportunities. Of course, this also requires that you be professional in all of your interactions with faculty members and researchers, whether engaged in phone conversations, e-mail messages or in-person discussions.

One challenge facing many students is the issue of funding. Look up deadlines for research awards, fellowships and internships. There are often funds that can help a faculty member afford to hire you as a research assistant, but applications may be

due earlier than you expect. For example, the applications for NSERC Undergraduate Student Research Awards (USRA) are due in February for positions starting in May; again, start your investigations early.

And finally, as one U of A faculty member wisely pointed out, if your dream project or creative work doesn't pan out, don't give up hope—keep searching out alternatives and be open to opportunities you might not have been initially interested in. For example, if you wanted to be a summer research assistant but couldn't connect with a faculty member, look at different courses or volunteering you can get involved in to increase your chances in the future. Building your skills as a researcher can take several years of progressive involvement, but that investment will pay off.

Making a contribution

While it can be easy to see undergraduate research as just one more thing on your already too-long list of activities, keep your original

motivations and goals in mind. Perhaps most rewarding is when you ultimately get to share the fruits of your labor with the greater community. Undergraduate students are publishing research in peer-reviewed journals, showing creative works in exhibitions, preparing research posters and giving presentations at conferences. Through undergraduate research you can contribute to the global conversation and make an impact, be it large or small, on the development of knowledge. It's September—it's time to start your undergraduate research journey and make your mark.

¹ Office of the President. (2006). Dare to discover: A vision for a great university. Edmonton, AB: University of Alberta.

² Council on Undergraduate Research. (May 10, 2011) Retrieved from <http://www.cur.org/faq.html>.

³ Wisker, G. (2009). The undergraduate research handbook. New York: Palgrave Macmillan.

⁴ Wisker

⁵ Wisker

⁶ Crowe, M. & Brakke, D. (2008). Assessing the impact of undergraduate-research experiences on students: An overview of current literature. CUR Quarterly, 24(4), 43-50.



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Jessica Kolopenuk

My name is Jessica Kolopenuk. I just completed the first year of a Master's degree in Political Science and Native Studies. Last June I convoked with distinction with a BA in Native Studies (Honours). Producing an honours thesis in the Faculty of Native Studies was my first opportunity to do research.

My research story starts much before I actually started doing research. It began early in my undergraduate training in Native Studies as I started figuring out what topics specifically interested me. They were topics that largely centered around Indigenous identity—particularly with regard to socio-legal contexts. They were very broad topics and I knew I was interested in them, but I really didn't know much about them. I knew about my own personal experiences related to Indigenous identity, as I am myself a Cree student, but I didn't understand the ways in which my own experiences actually fit into existing literature and I certainly didn't know I could turn my own experiences into research and contribute to existing literature. This is when I approached a professor, Dr. Chris Andersen in the Faculty Native Studies, who became instrumental in my development as a student. I asked him if he would supervise my honours thesis and he agreed. Dr. Andersen's mentorship has been incredibly important to my research as his expertise and support guided me through the research process.

Now, writing an honours thesis is challenging, but it's definitely manageable. I can honestly say writing my honours thesis changed the course of my life. I was planning to go to law school like many Native Studies students. Many of us think our best option to contribute to Indigenous claims and pursuits is through legal means, but if your goal is to make some kind of contribution related to Native Studies, I suggest you really consider doing academic research. We need research. We need Native Studies scholars. There is still so much work yet to be done in academia related to Native Studies.

So, after completing my thesis, a lot of other opportunities came to

1st year, Master of Arts in Political Science and Native Studies, University of Alberta

Bachelor of Arts in Native Studies (Honours), 2010 University of Alberta

me because of having done research. For instance, I was able to present my paper at an international conference in Tucson, Arizona (Native American and Indigenous Studies Association). That was the point I started to feel less like an undergraduate student and more like a developing scholar. That was a really important transition for me. It led me to graduate school. Having already engaged in the research process in my undergraduate degree, graduate school became a very realistic and exciting option. I already had some experience under my belt, which I wouldn't have if I hadn't started doing research in my undergraduate career.

Through conducting research during my undergraduate degree I learned that there are personal and tangible benefits to doing research:

- It allows you to explore a research area in more depth than you could in your regular undergraduate courses.
- It allows you to grow intellectually as you learn the research process and are able to apply it to the rest of your studies.
- It helps you become more familiar with faculty members, academic processes, students from other universities, etc. So, it can expand your various academic networks.
- It allows you, more personally, to identify and follow your passions (which was particularly impactful for me).

Undergraduate research helped me figure out a big part of who I am and what I want to do with my life at this point. Doing research can give you direction by focusing your passions. In addition to following your own passions, doing research can help you contribute positively to your community and to academia in general.

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When it comes to making strides in your career it has been noted *it's not what you know, but who you know that makes a difference*. If that is the case, how does a student build meaningful connections with professionals? How does a new graduate with limited work experience find relevant and fulfilling work? How does a new professional contribute to her industry? For all, the answer is the same: join a professional association.

What is a professional association?

In Canada, every province has its own legislation and regulations regarding occupational responsibilities and the education and/or certification required to carry them out. In Alberta, we refer to CERTinfo (Certification and Registration Requirements for Employment in Alberta)—developed and maintained by Alberta Employment and Immigration—to obtain this information. Although this government resource provides valuable information about occupations, it does not enforce standards of practice, provide development opportunities or gather like-minded individuals to advance the profession. A professional association, on the other hand, does this and more.

Professional associations may call themselves by different names: affiliate, agency, board, club, chamber, council, foundation, guild, group, league, learned society, network, organization

or union. The names differ, but the mandates (though they vary depending on the association) are similar. These organizations strive to raise the profile of an industry or occupation, set standards of practice, foster interest and understanding of their profession, educate their members and the general public, act as a central database to locate professionals and advertise work and volunteer opportunities. In some professions it is mandatory for individuals to join the designated professional association in order to work. The professional association might even provide liability insurance for members who have the skills, education and ethics to perform duties to a precise and reliable standard.

What can a professional association offer me?

It is not only well-established professionals who become members of professional associations. In fact, to ensure the profession continues to grow, it is in the best interest of associations to foster a plan that includes grooming future professionals. Kathy Jensen, a Registered Professional Chemist and President of the Association of the Chemical Profession of Alberta (ACPA), spoke to U of A students at the Chemistry Career Forum in the

spring. When asked why students should get involved in a professional association, Ms. Jensen identified some very important reasons: *"We know that there will be many important changes in professions in Alberta and the rest of the country over the next decade which will have an impact on today's students and the careers available to them. We want students to be informed and involved in their own future. It is also important for students to understand what it means to be a professional so they have the right mind-set when they graduate. Getting involved as a student will also allow them to make contacts with [people] working in industry and [this] could lead to job information and opportunities."*

In order to help students transition into the role of professional, some professional associations have established mentorship programs where new members are matched with existing members to discuss professional goals and development. The Human Resources Institute of Alberta (HRIA) offers such a program. The HRIA's Professional Mentorship Program allows individuals to complete a mentoring profile and search for the mentor and/or protégé of their choice. While other associations may be less formal about mentorship, new members

are encouraged to request support and learn from those who have more experience.

Awards and scholarships are sometimes available to student members and new professionals. For example, the Institute of Electrical and Electronics Engineers (IEEE) Canadian Foundation awards \$2,500 and \$5,000 scholarships to exceptional students who are then expected to work closely with the association and actively participate for at least one year.

Most professional associations provide focused information, training and professional development opportunities so their members can enhance their industry or occupation-specific knowledge and keep abreast of changes in their fields. Professional development can come in many forms: workshops or seminars of varying lengths and formats, courses offered for credit or certification, tours of facilities, print and online publications, results from research and assessment, peer-reviewed journals and the list goes on.

Conferences and conventions are a way for professional associations to provide professional development and networking opportunities during a concentrated timeframe. While they gather like-minded professionals with common interests, there may also be

Let's break it down...

Top 10 reasons to join a professional association

- Learn about your field or industry
- Facilitate your transition from student to professional
- Receive guidance and mentorship from professionals
- Access awards and scholarships
- Engage in targeted professional development
- Travel to conferences
- Meet and socialize with people in your field
- Connect with leaders who make hiring decisions
- Learn about work and volunteer opportunities
- Advance your profession and effect change

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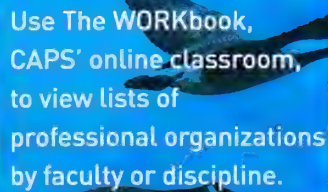
Professional associations often organize social gatherings for their members to network and share ideas. Social gatherings can be included in conference activities or take place at other times including such events as golf tournaments, mixers, fundraisers, pub nights and meals featuring guest speakers. These are excellent ways for students and new professionals to connect with others in their field and potentially learn about existing or upcoming job opportunities. Volunteering to be part of the planning committee for a conference or event allows members to share and demonstrate their expertise and interact with people they might otherwise not have met.

Professional associations function in recruitment as well. Members often have access to password-protected job postings or find out about opportunities via e-newsletters or other forms of communication. Posting opportunities targeted to those who have proven knowledge and professional know-how can save an employer time and money in the recruitment and training of new employees. In some cases, participation and service in a professional association can be a factor in the selection process, particularly if your involvement puts you in contact with those making hiring decisions in your field.

For those interested in advancing their profession and effecting change, associations provide an arena to express ideas, support the local or professional community or contribute to relevant causes. The Alberta Teachers' Association (ATA), vocal in its response to cuts to education both in Alberta and other provinces, is a good example. Further to that, in an effort to support the community, the ATA urged its members to support teachers and students displaced by the May 2011 wildfires in Slave Lake through making monetary donations, offering up teaching space and accepting extra students.

How do I find a professional association?

There are literally thousands of professional associations in existence



Use The **WORKbook**,
CAPS' online classroom,
to view lists of
professional organizations
by faculty or discipline.

at the local, national and international level. Although a quick Internet search will produce results, it is difficult to narrow them down since there are no naming conventions. Luckily, there are a few ways to advance your search:

- Use The **WORKbook**, CAPS' online classroom, to view lists of professional organizations by faculty or discipline.
- Consult the Associations Canada database through the Edmonton Public Library's website to access names of organizations and their key contacts. Associations Canada is also available in print at various libraries across the province but is typically available for reference only.
- Ask your professors. Because of the expertise obtained through their academic activities, many professors are involved in (or sit on the governing bodies of) various associations.
- Speak to representatives from professional associations at a CAPS career forum or career fair.
- Access professionals in your field through the CAPS Career Information Network (CIN). As mentioned in the article on page 19, individuals in this database are ready and willing to answer your career questions, including those about professional associations.
- If you already have connections in your field of interest, ask for recommendations about which groups to join.

Which professional association is right for me?

In some professions, membership in a particular professional association is required, but in many situations membership is a personal choice. In either case, visiting the association's website is a simple way to explore its offerings. Look for a clear mandate and goals, a statement of professional standards,

a list of locally-available professional development activities, information about their latest or upcoming conference, research and publications, job and/or volunteer postings, membership fees and a list of other services and benefits. Some websites will clearly state the benefits of student membership.

Follow up with a phone call to the association office to ask specific questions about the information you found. If the association's newsletters or magazines are not accessible on their website, ask for the most recent publication(s) so you can explore the quality of what is shared. You can also ask to attend a meeting or social function as an observer to help you make a decision.

To become a member, many professional associations charge an annual membership fee to cover operating costs and encourage participation. If the cost to join one association far surpasses the cost to join another, remember not every association is equal; focus on the cost versus benefit of joining the association since a higher membership fee may equal more opportunities. Benefits included in the fees may be worth the initial investment. Also, some associations have member and non-member pricing for their events. Paying an initial membership fee and saving on registration for particular events can save you money in the long term.

To encourage participation and make membership more affordable for students and new professionals, many associations reduce their fees. Additionally, some associations eliminate their fees altogether when proof of student status or financial need is provided. Sometimes, if you join while you are a student, membership fees are deferred until you have found your first job or obtain certification within the professional association.

If you are joining a professional association simply to include it on your resume, you may have missed the point. Professional associations offer an extensive menu of opportunities to learn, network, engage and ultimately make the transition from student to professional. As the saying goes, "Membership has its privileges." Take advantage of them.



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Getting your sticky
career questions
answered through
career information
interviewing

But what do you actually DO?

In April of 2011, Sean was finishing up the fourth and final year of his Bachelor of Arts in Sociology. Graduation loomed on the horizon, and he found himself facing an imminent work search. Sean knew with his interest in topics like sustainable development and food security, the field of urban planning could potentially be a fit for him. However, he also knew he still had many outstanding questions:

- Will I need a master's degree to work in the urban planning field?
- If so, what do industry insiders consider to be the top graduate programs?
- If I don't pursue graduate school, what kind of work experience should I be getting now?
- What are the key skills I need to develop to make myself a competitive candidate?
- What communities in Alberta are hiring urban planners? (Will my family and I have to move to find work?)
- How does working in the private and public sector differ?

Most university students possess these sticky kinds of questions during

their post-secondary career—the answers lend themselves to subjectivity, opinions and local context. They will depend very much on the current political and economic climate in a specific area and industry. Because there are certain questions that can't be answered by Google or a book, we introduce to you the career information interview.

In a nutshell, career information interviewing is a hands-on career research method. It involves gathering first-hand, realistic information about careers by actually meeting with and talking to individuals who work in a field or organization you're interested in.

A career information interview is:

- A short meeting, generally 20 to 30 minutes
- Initiated, and thus guided, by you
- Preferably in-person at an individual's workplace
- Focused on specific questions you prepare ahead of time regarding an individual's career path, education, job, industry or work setting

Importantly, a career information interview is not the time to ask for a job, nor is it a job interview.

Why do it?

It's important to consider how you can begin to answer your own



sticky career questions. You might be able to use written resources to find some of what you're looking for, such as the average salary for a certain profession. But, many times, you will have questions that can't be adequately researched online or in books.

Studies have found that traditional post-secondary students (under age 25) often have a "distorted picture of working life based on their experience in 'youth' jobs and the depictions of work on television."¹ Students can sometimes be unsure about how to establish a professional career, with many having made their initial career decisions based on parents' wishes, media 'hot job' lists or an assumption of high income; thus, they may "have made these career decisions based on extremely limited and frequently inaccurate information."² Unfortunately, false beliefs and unrealistic expectations about careers can lead to dissatisfying and unsuccessful career decisions down the road.³

Narrow down if you're interested in learning more about people based on their educational background, job title, professional membership, employer or sector.

Women, visible minority students, sexual minority students and students with disabilities face additional challenges since they can face more career barriers; and even just the perception of barriers can lead some students to preemptively exclude certain majors and careers from consideration without having sufficient experience with them.⁴

So, think about your own future and consider what information you

need in order to make informed career decisions. What are some reasons you might have for talking to people about their career paths?

- Get first-hand, realistic information about a career, field or workplace
- See if the realities of a job fit with your interests, skills and values
- Consider the pros and cons of graduate school or other academic programs
- Discuss how you can deal with potential career barriers and challenges
- Practice communicating and sharing your career interests in a low-stress situation
- Find out about unadvertised or word-of-mouth opportunities
- Build your professional network

Career information interviewing: the process

Step 1: Identify careers, jobs, industries or work settings you are interested in learning more about

You may already have some areas of interest, but this is a chance to explore options with minimal risk—if you are thinking about applying to veterinary school or completing a degree in industrial design, why not investigate both?

Narrow down if you're interested in learning more about people based on their educational background, job title, professional membership, employer or sector.

Step 2: Identify your beliefs, assumptions and uncertainties about each area of career interest

When you're considering a particular career, job, industry or work setting, you've probably already made some (often implicit) assumptions about the work, compensation, areas of satisfaction and so on. Some of these assumptions will be accurate and others won't be. One of the goals of talking to people is to explore, question and validate these beliefs.

For each area of career interest, ask yourself:

- What positive beliefs or assumptions do I have? (E.g. high salary)
- What negative beliefs or assumptions do I have? (E.g. no work-life balance)

- What uncertainties and unknowns do I have? (E.g. most rewarding activities)

Step 3: Translate your beliefs, assumptions and uncertainties into specific questions

There are a lot of questions you can ask someone about their work and career. However, you will generally have only 30 minutes with an individual so use that limited time to get your most important questions answered.

Make a list of questions that will best help you answer the personal beliefs, assumptions, and uncertainties you identified in Step 2. Potential questions might include:

- Can you describe a typical day or week? Does your work change during the year?
- What do you like best about your job/field/work setting?
- What are the sources of stress in your job?
- How would you describe your work-life balance? Are you able to balance work with child/elder care?

Step 4: Conduct the career information interview

Now you've reached the bulk of the process—it's time to arrange and actually do your career information interview.

a) Identify people to contact

Many students wonder where to start actually finding people to contact. Our student Sean's first career information interview was facilitated by his mom, who connected him with an urban planner from his hometown. Later on, Sean found contacts through his church and by speaking with a human resources representative at a CAPS career fair.

Another tool Sean used was the CAPS Career Information Network. The CAPS Career Information Network is an online list of professionals who've volunteered to provide career advice through brief individual meetings, e-mails or phone calls—that is, to do career information interviews. Sean used the CAPS Career Information Network to find an urban planner who works in the private sector.

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Your strategies might include:

- Ask everyone you know for contacts, including your professors, supervisors, friends and family members.
- Attend CAPS events that bring in guest speakers from the community, including career fairs, career forums and Career Chats. These people are often very open to sharing their experiences.
- Browse the CAPS Career Information Network to see if there is anyone listed in your field of interest.
- Look at the web pages for university departments, faculties and alumni associations to see if past graduates are mentioned then contact the group for details or look individuals up online.
- Review company and professional association websites and then contact individual employees or the human resources department for a referral.
- Google the position or title you're interested in. You really can contact anyone you'd like, including people who live far away.
- Use social media sites such as LinkedIn, Twitter and Facebook.

b) Persuade yourself to make contact

Contacting individuals you don't know can be intimidating. But remember that it will get easier with practice and the worst they can say is 'no'.

Be clear about what you are asking for. Prepare a point-form introduction that includes:

- Your name and academic program
- Your connection to the person (how you heard of them—such as getting their name from the CAPS Career Information Network—or anyone you know in common)
- Details about yourself, your situation and how it relates to the person you're calling
- The purpose of your call (i.e. to research your career options)
- Arrange the time, date and location of a meeting

Face-to-face interviews at your contact's workplace are the best

experiences to learn from, but it is still useful to arrange a phone call or e-mail interview.

c) Do the career information interview

Success! You have arranged a date, time and location for a career information interview, and now all that's left is to do it. Here are some tips for conducting the actual interview:

- Don't ask for a job, even indirectly.
- Take initiative during the interview. You scheduled the interview so you need to ask the questions.
- Arrive on time and leave on time, unless you are clearly invited to stay longer.
- Always ask for a referral to other people in the field you can talk to. Always.

d) Follow up and thanking

It's very important that you thank any individual who shares their time and experiences with you. Not only is this common courtesy, but it also helps you develop your professional network. Send a thank-you e-mail or card within 24 hours of the interview.

Our student, Sean, highly recommends keeping in touch with the people you interview, even if it's just updating them on your academic decisions or how your summer job search is going. One of the people he interviewed has become somewhat of a mentor to him, after requesting Sean keep him "in the loop". People are naturally curious about where your career path is leading and will be happy to get occasional updates.

Step 5: Reflect on what you've learned

Look back at your original career beliefs, assumptions and uncertainties and the questions you had. Do you actually have more questions now? Perhaps you need to interview people in different roles or organizations or reconsider your academic plans. You can get multiple opinions by interviewing several different people. You may have gotten advice to take certain courses, join a professional association or volunteer—what are your next steps going to be?

Time for action

Career information interviews can help you confirm or question your original career plans. And if you're sure about where your career path is headed, they can also help you expand your connections and discover unadvertised opportunities.

Sean ended up doing four career information interviews with urban planners over a period of several months. As luck would have it, one of the City of Edmonton urban planners he met with ended up referring Sean to a summer student planner position—surely a useful connection he didn't anticipate when he started. Incorporating the advice of people he interviewed with his own personal situation, Sean has since begun the Master of Arts in Planning program at the University of British Columbia. For those who might be nervous about conducting career information interviews Sean advises, "I learned important information about post-secondary studies and how to prepare now for a career. It is easy. People like to talk about themselves."

¹ Wieler, S. S., & Bailey, T. R. (1997). Going to scale: Employer participation in school-to-work programs at LaGuardia Community College. *Educational Evaluation and Policy Analysis*, 19(2), 123-140.

² Laker, D. R. (2002). The career wheel: An exercise for exploring and validating one's career choices. *Journal of Employment Counseling*, 39(2), 61-72.

³ Laker

⁴ Luzzo, D. A., & McWhirter, E. H. (2001). Sex and ethnic differences in the perception of educational and career-related barriers and levels of coping efficacy. *Journal of Counseling & Development*, 79(1), 61-67.

BUILDING YOUR NETWORK

THE CAREER INFORMATION NETWORK (CIN)

Wondering what the world of work is really like? Curious about the day-to-day tasks of those in a particular field? The Career Information Network (CIN) is an online list of community members who can provide you with one-time career information and advice through a brief individual meeting, e-mail or phone call. Details on CAPS website.



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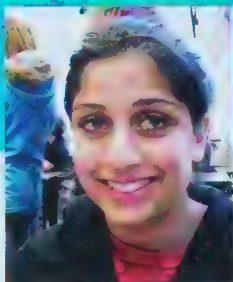
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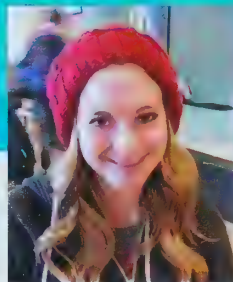
I would like to be a marine biologist so I could deep sea dive and play with dolphins.

Nichelle Murray
4th year, Biology



I would like to be a trainer/actress on the show *Spartacus* or the movie *300*. They all seem so awesome and in peak physical condition.

Roopa Somayaji
3rd year, Engineering



I would like to be a politician to present parliament with some common sense.

Taylor Horvat
1st year, Business



I would like to work on Facebook for one day. It would be interesting to see what is behind the site [and because it's in California].

Sebastian Montoya
1st year, Computing Science



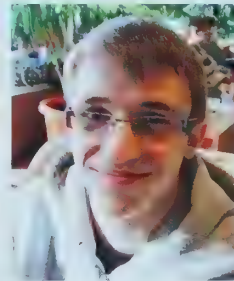
Hand me a suit and put me in the CEO Spotlight in a mahogany office on the 21st floor of a corporation. What's the point of working your way to the top if you are not going to like it? I want to be the female version of Jack Donaghy (from *30 Rock*) for a day.

Christina Wolinski
4th year, English



I would like to be a personal shopper. I love shopping and would love to tell people what to buy and not have to spend my own money. I love the fashion industry, but it is expensive. So, to tell people what to buy and what looks good on them, I think I would really like it.

Kelsey Rutar
3rd year, Human Ecology



I would like to be the general manager of an NHL hockey team. It would be fun to have control over everything that happens in the organization.

Edward Manolii
1st year, Business

Giving and Getting

Profiling the many benefits of mentoring



Tom Zhang

Senior Process Specialist,
Central Engineering Department,
Suncor Energy

Master of Science in Chemical
Engineering, University of Calgary
Bachelor of Chemical Engineering,
Hebei University of Technology

Tom Zhang dedicated eight months to mentoring a PhD student in Chemical and Materials Engineering at the U of A through the Career Mentoring Program at CAPS. Tom assisted his mentee, an international student, in learning about Canadian workplaces and the work search process in Canada.

Why did you choose to be a Career Mentor?

I was helped by some great people when I started out in my career and now I have the opportunity to give back and help students who are just getting started in their careers.

How do you think you helped your mentee achieve his learning objectives?

I believe in and practice two fundamental mind-sets: first, instead of simply asking for a job, offer your talents to the employers who need them the most. This mind-set shift transformed the students I coached. Second, give rather than take. You don't need to be rich, or famous, or even have a job to give back. There are far more ways to give back than just by money. That is the secret of building a strong network, which everything else builds upon, including your job/career development. For example, sending a thank-you e-mail to a good presenter is a way of giving, and as you are giving something you make him feel good, which really costs you nothing either.

What challenges, if any, did you face and how did you handle them?

A challenge is how to manage the time. I believe this is the dilemma for most of us. The way I handle it is to justify the priority of the career mentor work so that it is always on the top of my to-do list. I committed to my goal to "help one person at a time" and watching the students find their dream work after some mentoring is very rewarding in the end.

What is one thing you learned from being a mentor that you think would be helpful to those who are interested in becoming one?

One thing I learned is that people do need help from others. From my personal experience I know I would not be me today if I were not helped by others on the way. I simply practice what I learned from these people by giving back and helping others.



Ivy Panganiban

Bachelor of Commerce, 2011
University of Alberta



Why did you choose the Career Mentoring Program?

I was interested in law and I needed guidance from someone who was currently practicing law. I needed a coach who could provide me with their personal experience and advice on working and living the life of a lawyer.

What are some of the learning objectives you wanted to achieve? How did the Career Mentoring Program help you achieve them?

Some of the learning objectives I wanted to achieve were learning about working as in-house counsel and maintaining long-term connections with current networks. In regard to learning more about in-house counsel, my mentor gave me opportunities to attend city council meetings and Statutory Public Hearings. Further, my mentor introduced me to other lawyers working in the same field and allowed me to conduct one-on-one conversations where I got a chance to ask them questions about their work. With respect to maintaining long-term connections with current networks, my mentor recommended setting aside times

to "hang out" outside of school and to really get to know the people in my networks.

What challenges, if any, did you face and how did you handle them?

The challenge I found during the mentorship was spending time with my mentor. Both of us had very busy schedules so our meetings were limited to once a month or had to be rescheduled to accommodate last-minute changes in our schedules. It would have been nicer if we had the chance to spend more time with each other since we "clicked," i.e. we immediately got along with each other since the day we met. Although we saw each other only once a month, we would usually spend about one to two hours talking about work and life.

What is one tip or piece of advice your mentor gave you that you think would be helpful to other people?

Use your networks. If you've got a question about any topic do not hesitate to ask the people you already know because, for all you know, they might know the answer or know someone else who knows the answer. Take the initiative and ask. Another key concept inherent in using your networks is the notion of trying. Just try, you have nothing to lose. If you do not try then you will never know the answer.

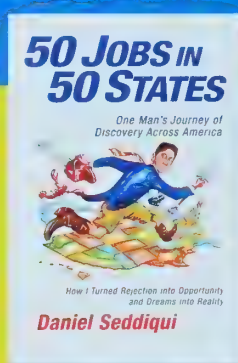
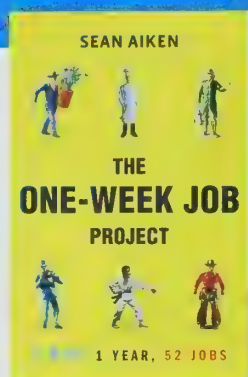
LOOKING FOR A MENTOR?

The CAPS Career Mentoring Program connects you with a volunteer career mentor from the community. You work with your career mentor for approximately eight months to develop the skills, knowledge, attitudes and connections you will need as you transition into the world of work. Details on the CAPS website.

A Yearlong Training Day

The One-Week Job Project

by Sean Aiken
2010 Penguin Canada



50 Jobs in 50 States

One Man's Journey of Discovery Across America

by Daniel Seddiqui
2011 Berrett-Koehler

Once upon a time, when the trend in memoirs was to spend a year living biblically or eating, praying and loving, two young men went out on very similar road trips. One man, an American, set out to work and live in all fifty states, while the other, a Canadian, worked a different job each week for a year. Both had recently graduated from college and did not know what to do with their lives, so they both went on a *wanderjahr* and documented it on their respective websites.

Both *The One-Week Job Project* and *50 Jobs in 50 States* are short on what people actually do all day, so don't turn to these books for occupational guidance or advice; other books, such as *Gig: Americans Talk About Their Jobs*, do a better job of explaining daily duties, joys and indignities. Imagine you are perpetually in training for a year of your life and you will understand that though these young men know much about a wide variety of jobs, they are hardly experts in the jobs they temporarily assumed.

However, it is the feeling of a perpetual training day that makes these

books so compelling. Both Seddiqui and Aiken are exhausted by their travels and scramble to find a place to sleep each time they move to a new job. Seddiqui tells of some particularly harrowing nights spent in his aging truck, illuminating the fact when these men took on this project they essentially lived as homeless people for a year to make it work. Both men took on a wide variety of jobs: Aiken started as a bungee jump master and ended as the mayor of his home town while Seddiqui started as a human service worker and finished as a winery cellar master. Seddiqui assumed his journey alone, while Sean was joined sporadically by his best friend, Ian, a film maker who documented the project and turned the footage into a documentary.

The yearlong wanderings of both Aiken and Seddiqui do change them, giving them both more confidence, and in the case of Aiken, more compassion for people. Both of them have now turned their travelling into professional speaking careers. Neither of these young men thought public speaking was their dream career; it is the sum of

their experiences that led them to and prepared them for this career.

As with any career journey, both books are filled with frustration, isolation, impossible tasks, difficult bosses, kind strangers, as well as persistence and determination. It is probably best to sum up their respective journeys with the advice given to Aiken by Rob, a park ranger in Hawaii, who said, "There's no use thinking about what you should have done or what would have happened if you had chosen another trail. The best you can do is cope with the conditions in front of you. And if you're lucky, you've come well enough prepared." At the end of their journeys, both authors appear to have the confidence and resilience to pursue their dreams.

CAPS CAREER RESOURCE CENTRE

The CAPS Career Resource Centre is home to almost 1,400 publications on career management, occupational choices and work options, work search, writing work search tools, interviews and more. Have you checked it out lately?

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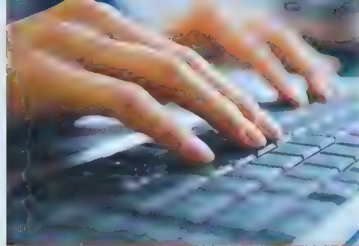
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Feature Website

Twitter



Simply put, Twitter is a microblogging tool allowing subscribers to broadcast short messages to other subscribers. Users answer the question, "What are you doing?" Of course, responses can sometimes be banal or silly, but they can also be a powerful way for Twitter users to find and share current information simply and quickly from their desktop, tablet or other mobile device. And shared information on Twitter includes job postings and networking opportunities.

Twitter messages, or tweets, are limited to 140 characters, including the spaces and punctuation in the message, so you have to use your tweets effectively. Passive users of Twitter follow others' tweets while active users, in addition to following, tweet original messages and retweet (share) other's

messages. Because of the abundance of immediately relevant information, just quietly following others can be productive. If you are new to Twitter, begin by following others while you learn the conventions and find your voice.

As a work searcher, find organizations and people to follow. Some organizations and job boards use Twitter to push out links to their active jobs. Clicking on the link allows you to access the job posting, including the instructions to apply. You should not tweet back your application, but follow the link to the job posting and its instructions to apply.

You may also discover active Twitter users in your field, either private individuals or professional associations (see Birds of a Feather on page 12), that

tweet job postings, conference news and articles as well as notices of industry and networking events. This can help you build your professional network and make the hidden job market visible tweet by tweet.

For work search purposes, try tweeting out your offer to work, the services you provide, links to your online portfolio or completed work and communicating with people in your industry. If you are using Twitter for professional reasons, keep it professional—no complaints, no harassment, no inappropriate pictures—and create another Twitter account for personal use.

For more information on using Twitter, view our course, Using the Internet to Find Work, on The WORKbook, CAPS' online classroom.

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Salary Negotiation

How to Negotiate Anything with Anyone Anywhere Around the World: What is the appropriate small talk to make with your French interviewers? Should you decline your co-workers' invitation to karaoke—and what are the consequences if you do? This book makes conversation suggestions, reveals conversation taboos and gender-related issues when working abroad or interacting with diverse colleagues at home.

Next Day Salary Negotiation: As the title implies, reading the suggestions in this book before your negotiation may only take a few hours. Completing the assignments and work sheets may take several days—a necessary part of your occupational research. This book provides excellent guidance and structure for research, tables of US salary data to make comparisons and suggestions on how to deal with the negotiation process.

Perfect Phrases for Negotiating Salary and Job Offers: What do you say during salary negotiations? How do you accept or decline an offer? This book makes suggestions for appropriate

and polite phrases to use in negotiation and would be of great benefit if you need to learn how to talk about salary.

Salary Tutor: Learn the Salary Negotiation Secrets No One Ever Taught You: The author of this book shows you how to prepare several different charts to help facilitate your negotiation and how to prepare revisions based on experience. The author also demonstrates negotiation techniques for dealing with offers and counteroffers.

Women Don't Ask: According to the authors, during the course of her career, a woman may forfeit up to half a million dollars by failing to negotiate her salary at her first job. Based on a study by researchers at Carnegie Mellon, the authors outline why women don't negotiate and how to develop a negotiation style. CAPS also has the follow-up book, *Ask For It: How Women Can Use the Power of Negotiation to Get What They Really Want*.

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Details on CAPS website.

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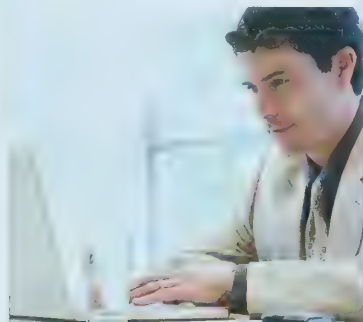
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U of A, Faculty of Engineering - Office of the Dean
U of A, Faculty of Native Studies
U of A, Faculty of Nursing
U of A, Faculty of Pharmacy and Pharmaceutical Sciences
U of A, Faculty of Physical Education and Recreation - Activity Camps
U of A, Fitness and Lifestyle Centre
U of A, Libraries
U of A, Meanook Biological Research Station
U of A, Metis Archival Project
U of A, Museums and Collections Services
U of A, Office of Advancement
U of A, Office of Government and Corporate Relations
U of A, Office of Sustainability
U of A, Office of the Registrar and Student Awards
U of A, Population Research Lab
U of A, School of Business - Technology Group
U of A, School of Public Health, Coalition for Cellphone - Free Driving
U of A, Student Financial Aid Information Centre (SFAIC)
U of A, Students' Union
U of A, Supply Management Services
U of A, Swine Research and Technology Centre
U of A, University Health Centre
U of A, WISEST
Unified Alloys
UniFirst Canada
United Cultures of Canada Association
United Way of the Alberta Capital Region
Univair Canada Ltd
University Affiliated Childcare Centres
University First Class Painters
University of Alberta International
University of Alberta International - Relations and Recruitment
University of British Columbia, Sauder School Business - Diploma in Accounting Program

University of Calgary, LYNX: Aboriginal Student Career and Employment Program
University of Toronto, Master of Management & Professional Accounting
University Technologies International
Urban Systems Ltd. - Kamloops
US Jesco International Ltd.
UT Technology
Value Drug Mart Associates Ltd.
Value Invest
Vecova
Vector Marketing Canada
Viewtrak Technologies
VisCom Design
Visionary College
Visionstate
Viterra - Regina
Voice Construction Ltd.
Voyageur Engineering Limited
VWR International
Walmart Canada Corp.
Walmart Pharmacy
Weatherford Canada Partnership - Calgary
Weidner Apartment Homes
Weir Power & Industrial
Wenzel Downhole Tools Ltd.
West Central Forage Association
West Country Oilfield Services
West Edmonton Mall
West End Nissan
West Fraser Mills - Blue Ridge Lumber
West Fraser Timber Co. Ltd.
Westgroup Solutions
Weyerhaeuser - Drayton Valley
Weyerhaeuser - Hudson Bay
Wheelchair Sports Alberta
Wild Rose Consulting, Inc.
Wild Rose Public Schools
Williams Scotman of Canada Inc.
Willowglen Systems Inc.
Windsor Park After School Care
Wing Kei Care Centre
Work Wild - Alberta Forest Products Association
Workers' Compensation Board - AB
World Health
World Oil Tools Inc.
WorleyParsons Canada - Calgary
WOW! Factor Desserts
WWF Canada
XI Technologies
YMCA - Bill Rees YMCA YMCA Edmonton
YMCA Edmonton Child Care
YMCA of Edmonton - Bill Rees Community Programs
Young Alberta Book Society

HEALTH SCIENCES 2011

CAREER FAIR

Saturday, October 1

10 a.m. to 3 p.m.

Dinwoodie Lounge

2-000 SUB

Meet with employers
in the health care field.



Wednesday, September 21

10 a.m. to 4 p.m., Butterdome

CAREERS DAY 2011

Meet with over
200 employers.



GOLDEN BEARS FOOTBALL

CANADA WEST CONFERENCE GAMES		
Sep 2	7:00 PM	@ Saskatchewan
Sat Sep 10	7:00 PM	Manitoba
Sep 17	2:00 PM	@ British Columbia
Sat Sep 24	1:00 PM	Regina
Oct 2	1:00 PM	@ Calgary
Oct 15	1:00 PM	@ Manitoba
Sat Oct 22	1:00 PM	British Columbia
Sat Oct 29	1:00 PM	Saskatchewan
CANADA WEST PLAYOFFS		
Nov 5	Semi-Finals	
Nov 11	Hardy Cup	
CIS NATIONAL CHAMPIONSHIP		
Nov 18	Mitchell Bowl @ CW	
Nov 25	Vancouver Cup @ Vancouver	

Varsity Sports

PANDAS RUGBY		
Sep 23	5:00 PM	@ Victoria
Sep 25	1:00 PM	@ British Columbia
Oct 2	1:00 PM	@ Lehighridge
Sun Oct 16	1:00 PM	Calgary
Oct 21, 23	CW Finals	@ Calgary
Nov 3 - 6	CIS Championship	@ Trent (Peterborough)
WRESTLING		
Jan 6 - 7	Golden Bears Invitational	
Jan 10 - 11	CW Finals @ Regina	
Feb 24 - 25	CIS Championship @ Lakeland (Thunder Bay)	

TENNIS

Aug 9 - 12	University/College Championship @ Toronto
GOLF	
May 28 - Jun 1	University/College Championship @ Victoria
CURLING	
Feb 16 - 18	Western Regional Qualifier @ Manitoba (Winnipeg)
Mar 14 - 18	CIS Championship @ Brock (St. Catharines)
CROSS COUNTRY	
Oct 29	Stewart Cup @ Edmonton (Hawrelak Park)
Nov 12	CIS Championship @ Laval (Quebec City)

PANDAS FIELD HOCKEY

Sat Sep 17	1:00 PM	British Columbia
Sun Sep 18	1:00 PM	British Columbia
Sep 24 - 25	11:00 AM	@ Victoria
Sat Oct 1	1:00 PM	Calgary
Sun Oct 2	1:00 PM	Calgary
Sat Oct 8	1:00 PM	Victoria
Sun Oct 9	1:00 PM	Victoria
Oct 15 - 16	1:00 PM	@ Calgary
Oct 22 - 23	1:00 PM	@ British Columbia
Oct 29 - 30	Tie Breaker (if necessary)	
Nov 3 - 6	CIS Championship @ Calgary	

SWIMMING

Oct 28	3 - 6 PM	UofM/UofC Dual Meet
Jan 27 - 29	CW Finals	Edmonton (Kinsmen Centre)
Feb 23 - 25	CIS Championship	@ Montreal

TRACK AND FIELD

Jan 8	UofM/UofC Dual Meet	
Feb 20 - 22	Golden Bears & Pandas Open	
Feb 25 - 26	CW Finals @ Saskatchewan (Saskatoon)	
Mar 8 - 10	CIS Championship @ Manitoba (Winnipeg)	

GOLDEN BEARS HOCKEY

CANADA WEST CONFERENCE GAMES		
Fri Oct 7	7:00 PM	Regina
Sat Oct 8	7:00 PM	Regina
Fri Oct 14	7:00 PM	Manitoba
Sat Oct 15	7:00 PM	Manitoba
Sat Oct 21	7:00 PM	Calgary
Oct 22	7:00 PM	@ Calgary
Fri Oct 28	7:00 PM	Saskatchewan
Sat Oct 29	7:00 PM	Saskatchewan
Nov 5 - 6	7PM, 3PM	@ Lehighridge
Fri Nov 11	7:00 PM	British Columbia
Sat Nov 12	7:00 PM	British Columbia
Nov 25 - 26	7:00 PM	@ Regina
Dec 2 - 3	7:00 PM	@ Manitoba
Jan 6	7:00 PM	@ Calgary
Sat Jan 7	7:00 PM	@ Saskatchewan
Jan 13 - 14	7:00 PM	@ Calgary
Fri Jan 20	7:00 PM	Lehighridge
Sat Jan 21	7:00 PM	@ British Columbia
Feb 10 - 11	7:00 PM	@ Regina
Fri Feb 17	7:00 PM	Lehighridge
Sat Feb 18	7:00 PM	Lehighridge
Feb 24 - 26	Quarter-Finals	
Mar 2 - 4	Semi-Finals	
Mar 22 - 25	University Cup @ UNB (Fredericton)	
NON CONFERENCE GAMES / TOURNAMENTS		
Fri Sep 9	7:00 PM	Calgary
Sat Sep 17	7:00 PM	NAIT
Sep 23 - 24	4 & 7 PM	Brick invitational

PANDAS HOCKEY

CANADA WEST CONFERENCE GAMES		
Oct 14 - 15	7:00 PM	@ Manitoba
Oct 21	7:00 PM	@ Calgary
Sat Oct 22	7:00 PM	Calgary
Oct 28 - 29	7:00 PM	@ Saskatchewan
Fri Nov 4	7:00 PM	Lehighridge
Sat Nov 5	7:00 PM	Lehighridge
Nov 11 - 12	7:00 PM	@ British Columbia
Fri Nov 25	7:00 PM	Regina
Sat Nov 26	7:00 PM	Regina
Fri Dec 2	7:00 PM	Manitoba
Sat Dec 3	7:00 PM	Manitoba
Fri Jan 6	7:00 PM	@ Calgary
Jan 7	7:00 PM	Saskatchewan
Fri Jan 13	7:00 PM	Saskatchewan
Sat Jan 14	7:00 PM	Saskatchewan
Jan 20 - 21	7:00 PM	@ Lehighridge
Fri Jan 27	7:00 PM	British Columbia
Sat Jan 28	7:00 PM	British Columbia
Feb 11 - 12	2:00 PM	@ Regina
CANADA WEST PLAYOFFS		
Feb 17 - 19	Semi-Finals	
Feb 24 - 26	Finals	

CIS WOMEN'S HOCKEY NATIONAL CHAMPIONSHIP

March 8 - 11	Proud host of the CIS Women's Hockey National Championship	
Feb 24 - 26	Finals	

NON CONFERENCE GAMES / TOURNAMENTS

Fri Sep 16	7:00 PM	NAIT
Sat Oct 1	7:00 PM	Mount Royal
Fri Nov 18	7:00 PM	Team Russia

GOLDEN BEARS BASKETBALL PANDAS

CANADA WEST CONFERENCE GAMES		
PANDAS	GOLDEN BEARS	VS
Nov 4 - 5	6:00 PM	@ Manitoba
Fri Nov 11	6:00 PM	Saskatchewan
Sat Nov 12	6:00 PM	Saskatchewan
Nov 18 - 19	6:00 PM	@ Winnipeg
Fri Nov 25	6:00 PM	Trinity Western
Sat Nov 26	6:00 PM	Fraser Valley
Jan 6	6:00 PM	@ British Columbia
Jan 7	6:00 PM	@ Victoria
Fri Jan 13	6:00 PM	Lehighridge
Sat Jan 14	6:00 PM	Lehighridge
Fri Jan 20	6:00 PM	Thompson Rivers
Sat Jan 21	6:00 PM	Thompson Rivers
Jan 27 - 28	6:00 PM	@ British Columbia
Feb 3 - 4	6:00 PM	@ Regina
Fri Feb 10	6:00 PM	Brandon
Sat Feb 11	6:00 PM	Brandon
CANADA WEST PLAYOFFS		
Feb 23 - 26	Quarter-Finals	
Mar 2 - 3	Final Four	
Mar 9 - 10	Round One @ TBD	
Mar 16 - 18	@ Calgary	
Oct 21 - 23	TBA	Pandas Hoopfest

CIS NATIONAL CHAMPIONSHIPS

Mar 2 - 3	Final Four	
Mar 9 - 10	Round One @ TBD	
Mar 16 - 18	@ Calgary	

NON CONFERENCE GAMES / TOURNAMENTS

Oct 21 - 23	TBA	Pandas Hoopfest
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GOLDEN BEARS SOCCER PANDAS

PANDAS			GOLDEN BEARS	VS	FREE TICKETS AVAILABLE
Sat Sep 10	NOON	2:15 PM	Lethbridge	@ Victoria	-10% - An - An
Sun Sep 11	NOON	2:15 PM	Calgary	@ Fraser Valley	
Sep 17	NOON	2:15 PM	@ Victoria	Trinity Western	
Sep 18	NOON	2:15 PM	@ Fraser Valley	British Columbia	
Sat Sep 24	NOON	2:15 PM	Trinity Western	Saskatchewan	
Sun Sep 25	NOON	2:15 PM	British Columbia	Saskatchewan	
Sat Oct 1	NOON	2:15 PM	Saskatchewan	@ Calgary	
Sun Oct 2	NOON	2:15 PM	Saskatchewan	@ Lethbridge	
Oct 15	NOON	2:15 PM	@ Calgary	@ British Columbia	
Oct 16	NOON	2:00 PM	@ Lethbridge	@ Trinity Western	
Oct 21	5:00 PM	7:15 PM	@ British Columbia	Manitoba/Fraser Valley	
Oct 22	5:00 PM	7:00 PM	@ Trinity Western	Regina/Victoria	
Sat Oct 29	NOON	2:15 PM	Manitoba/Fraser Valley		
Sun Oct 30	NOON	2:15 PM	Regina/Victoria		

NON CONFERENCE GAMES / TOURNAMENTS

Nov 10 - 13	@ McGill (Montreal)	
Nov 10 - 13	@ Victoria	

GOLDEN BEARS VOLLEYBALL PANDAS

CANADA WEST CONFERENCE GAMES		
PANDAS	GOLDEN BEARS	VS
Fri Nov 4	7:30 PM	Thompson Rivers
Sat Nov 5	6:00 PM	Thompson Rivers
Nov 11 - 12	6:00 PM	@ Saskatchewan
Fri Nov 18	6:00 PM	Winnipeg
Sat Nov 19	7:30 PM	Winnipeg
Nov 25 - 26	6:00 PM	@ Manitoba
Fri Dec 2	6:00 PM	British Columbia
Sat Dec 3	7:30 PM	British Columbia
Jan 13 - 14	6:55 PM	@ Trinity Western
Jan 20 - 21	6:00 PM	@ British Columbia
Fri Jan 27	6:00 PM	Calgary
Sat Jan 28	7:30 PM	Calgary
Fri Feb 3	6:00 PM	Regina
Sat Feb 4	7:30 PM	Regina
Feb 10 - 11	6:00 PM	@ Brandon
CANADA WEST PLAYOFFS		
Feb 17 - 19	Quarter-Finals	
Feb 24 - 25	Final Four	
Mar 2 - 4	@ McMaster (Hamilton)	
Mar 2 - 4	@ Queen's (Kingston)	
NON CONFERENCE GAMES / TOURNAMENTS		
Sep 14	6:7-30 PM	Alumni/Masters
Jan 6 - 7	Pandas Invitational	

CIS NATIONAL CHAMPIONSHIPS

Mar 2 - 4	@ McMaster (Hamilton)	
Mar 2 - 4	@ Queen's (Kingston)	

NON CONFERENCE GAMES / TOURNAMENTS

Sep 14	6:7-30 PM	Alumni/Masters
Jan 6 - 7	Pandas Invitational	

HOME GAME VENUES

- Golden Bears and Pandas Hockey play at Clare Drake Arena 88 Ave. & 115 St.
- Basketball and Volleyball play at GO Centre 11510 - 85 Ave
- Rugby plays at Strathcona Drivids Club 324 A Highway 14 X Sherwood Park, Alberta
- Football, Soccer, Tennis, Field Hockey & Curling play at Saville Centre / Foote 67 Ave. & 114 St.
- Wrestling, Track and Field & Swimming compete at U of A Pavilion / Van Vleet Centre 87 Ave. & 114 St.

HUDSON'S

- Early Bird - \$25. Hudson's Gift Certificate (While supplies last).
- 10% off on merchandise sold through the ARZ Sales Office.
- An additional free home opener ticket per season ticket package purchased.

facebook.com/bearsandpandas
twitter.com/bearsandpandas
youtube.com/bearsandpandas

www.bears.ualberta.ca

www.pandas.ualberta.ca

GOLDEN BEARS & PANDAS EXPERIENCE IT



INDIVIDUAL GAME DAY TICKETS

Game	P Hockey	GB&P Soccer	Conference/Playoffs
GB Hockey / GB&P Basketball / GB&P Volleyball / GB Football	Adult \$15	\$16	\$10
Student/Senior	\$10	\$11	\$5
U of A Student	\$7	\$8	\$5
(2 Adults, 2-3 Kids) Family	\$40	\$40	\$25

* U of A Students must display valid student onecard with U-pass stickers.
* Kids 5 and under are free.

WEEKLY TICKET SPECIAL (not available game days)

For upcoming weekend conference games only.	
GB Hockey / GB&P Basketball / GB&P Volleyball / GB Football	Adult \$12
Student/Senior	\$8
U of A Student	\$5

FLEX PACKS & GROUP RATES

- Provides the flexibility to create your own schedule.
- 30% off regular price for groups of 20 or more.
- Check our website at www.bears.ualberta.ca for Flex Packs, Group Rates, and availability.

KIDS IN THE CROWD

- Conference \$50 - up to 20 kids & 2 adults
- Playoffs \$75 - up to 20 kids & 2 adults

SEASON TICKETS

Game	P Hockey	GB&P Soccer	Conference/Playoffs
GB Hockey / GB&P Basketball / GB&P Volleyball / GB Football	Adult \$90	\$96	\$64
Student/Senior	\$60	\$64	\$48
U of A Student	\$30	\$36	\$24

FOR TICKETS AND INFORMATION

- 780-492-BEAR (2327)
- IN ADVANCE at the Activity Registration Zone Sales Office W-79 Lower Level Van Vleet Centre, University of Alberta Campus.
- ON EVENT NIGHT at the Ticket Booth prior to entering event. Subject to ticket availability. Advance purchase is recommended.
- SPECIAL EVENTS** For details see websites.
 - Oct 14, 7 PM. "Tuition for a Term" giveaway Golden Bears Hockey vs Manitoba
 - Nov 4, 6 PM. "Tuition for a Term" giveaway Golden Bears Hockey vs TRU